DOCUMENT RESUME

ED 061 412	VT 014 598
AUTHOR	Bradley, Richard W.; And Others
TITLE	The Occupational Information and Vocational Guidance Curriculum: Implementation of Counselor and Counselor Educators Perceptions of Pre-Service Training.
INSTITUTION	Southern Illinois Univ., Carbondale.
SPONS AGENCY	Illinois Research and Development Coordinating Unit, Springfield.
NOTE	115p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Counselor Educators; Counselors; *Counselor Training; *Curriculum Guides; *Occupational Information; *Vocational Counseling; Vocational Education

ABSTRACT

In this study, 197 Illinois secondary school counselors and 21 counselor educators were asked to report views they held concerning perceived relative importance of vocational content areas presented in graduate counselor education training. In the face-to-face interviews, numerical ratings were obtained from each sample group with respect to the extent of actual coverage and amount of coverage that should be given in 22 content areas. Examination of differences between real and ideal coverage revealed that counselors felt the need for more preparation than they actually had in almost all the content areas. Counselor educators, much like counselors, indicated that they would like to offer courses with more depth than current offerings. Topics rated as most important by counselors were: (1) local sources of occupational information, (2) funding, (3) referral and placement of students, and (4) followup studies, while counselor educators rated these topics as most important: (1) local sources of occupational information, (2) theory, and (3) information about occupational requirements. A 2-quarter course sequence and course syllabus for vocational guidance was developed and is included in this publication. (SB)

ED 061 412

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

The Occupational Information and Vocational Guidance Curriculum: Implementation of Counselor and Counselor Educators Perceptions of Pre-Service Training*

Richard W. Bradley
Associate Professor of Guidance
and Educational Psychology
Southern Illinois University

with the assistance of

Oliver W. Cummings, Harold L. DeWeese, Stanley R. Hunton
John C. Putney and R. Douglas Smith

*The report herein presented was supported in part by the Research and Development Unit of the State of Illinois Division of Vocational and Technical Education - Cooperative Research Project No. 44-AO.

PREFACE

We have had very little research on the uses of occupational information in counseling or in teaching. None of us really knows very much about it. If we are to develop and improve our services to high school and college youth, we must be modest about our own limited knowledge and never lose our respect for the student now in our own classes who will someday show us how to do a better job (Hoppock, 1967, pp. 373-374).

TABLE OF CONTENTS

Page

PREFACE i

LIST OF FIGURES iii

INTRODUCTION. 1

THE PRESENT STATUS OF OCCUPATIONAL INFORMATION AND CAREER GUIDANCE. 1

METHOD OF STUDY 6

RESULTS AND DISCUSSION. 16

FOLLOWING THE ACES STANDARDS ON PREPARATION OF SECONDARY SCHOOL COUNSELORS IN THE OCCUPATIONAL INTRODUCTION AND CAREER GUIDANCE ASPECTS OF THE CURRICULUM 33

IMPLEMENTATION OF THE COURSE CURRICULUM 40

REFERENCES. . . . .

APPRENDIX A
MEDIAN SCORES FOR COUNSELOR AND PROFESSOR RATINGS CONCERNING VOCATIONAL TOPICS EXTENT OF COVERAGE. . . . .

APPENDIX B
SAMPLES OF COUNSELORS SUGGESTIONS FOR COURSE
1. Papers
2. Guest Speakers
3. Reading Areas
4. Field Experiences

APPENDIX C
QUESTIONNAIRE ITEMS RELATED TO THIS STUDY

LIST OF TABLES

Table Page

1. Year in Which Counselors First Received Certification 8

2. Professional Experience in the Field of Education 9

3. Number of Years Experience in Positions Outside the Educational Field. 10

4. Year Counselor Educators Obtained Ph.D. or Ed.D. Degrees. 12

5. Number of Times Counselor Educators had Taught Occupational Information 12

6. Topics Ranked Highest by Respondents in Ideal Sense with Major Shift Upward from Real to Ideal 27

7. Greatest Median Differences for Ideal Extent of Topic Coverage Between Counselors and Counselor Educators. 32

LIST OF ILLUSTRATIONS

Figure Page

1. Real and Ideal Extent of Coverage for 22 Typical Occupational Information Topics as Rated by Counselors 19

2. Real and Ideal Extent of Coverage for 22 Typical Occupational Information Topics as Rated by Counselor Educators. 24

3. Compared Real Extent of Coverage Ratings Given by Counselors and Counselor Educators for 22 Typical Occupational Information Topics 29

4. Compared Ideal Extent of Coverage Ratings Given by Counselors and Counselor Educators for 22 Typical Occupational Information Topics 31

INTRODUCTION

One method to investigate the pertinence of course content is to interview experts on the subjects covered by the course. Toward this end, counselor educators and secondary school counselors throughout Illinois were asked to report views they held concerning perceived relative importance of vocational content areas presented in graduate counselor education training. It is hoped that the results of this survey will serve as a vehicle for dialogue between professors and practitioners allowing both to express diversified professional viewpoints and be involved in the restructuring of counselor education classroom procedures. If counselor educators are provided this type of data, they should be able to go about the business of altering and refining curriculum with some sound basis for doing so.

PRESENT STATUS OF OCCUPATIONAL INFORMATION AND CAREER GUIDANCE

Counselors have been concerned with providing more meaningful vocational guidance for a number of years, but, as Hansen (1967, p. 97) states: "It has long been acknowledged that current practices in the school have not kept pace with current theory in career development." To provide a means for better integrating theory and practice both in the educational setting and in the community, legislative enactments during the 60's made funds available through such measures as The Area Redevelopment Act; Manpower Development and Training Act; Vocational Education Act of 1963; Higher Education Facilities Act; Expansion and Amendments to the NDEA; Economic Opportunity Act; Elementary and Secondary Education Act of 1965; Appalachian Act of 1965; Higher Education Act of 1965; National Vocational Student Loan Insurance Act of 1965; and Higher Education Amendments of 1968. *Today, even though progress has been made in the vocational realm, a gap still exists between what individuals know should be done and what is being done.*

In an extensive series of articles, Sinick and Hoppoch (1953, 1954, 1955, 1956, 1959, 1960, 1961, 1964, and 1966) reviewed the teaching of occupations at the elementary, junior high, secondary, and college levels. They found that at all levels, programs tend to fall short in helping persons develop an understanding of the world of work and their place in it. Roeber (1966) seemed to think that vocational guidance in education is almost nonexistent up to the secondary level. If this is true, the practitioner's job at the secondary level is only made that much more difficult because he must deal with students who have had no previous systematic experience in career exploration.

Willis Dugan (1965), Executive Director and past president of the American Personnel and Guidance Association, directed the following statement toward high school practitioners concerning the general type of guidance and counseling services now being offered:

> Too many secondary schools operate "college orientated" guidance and counseling programs. Vocational guidance and occupational information are but parts of the broad area of counseling services which should reach all youth in school. However, more emphasis is needed on vocational counseling services for youths who aim at earlier entrance into the job market (p. 36).

There is some evidence that university counseling services may not provide adequate guidance and counseling. In a study designed to assess student reactions toward vocational and educational counseling at a university counseling center, Graff and MacLean (1970) state that:

> . . . the findings clearly suggest weaknesses in vocational counseling facilities, counselor's skills, and training of beginning practicum students. A large proportion of clients indicated that regardless of level of training, counselors did not provide them with adequate information about vocational opportunities and requirements or about how to make educational and vocational decisions (p. 571).

To give college students additional opportunities for occupational exploration, some institutions of higher learning offer course work dealing with vocations. Calvert, Carter, and Murphy (1964), in a nationwide survey of universities, colleges, and junior colleges, found that 6.8 percent of 1,023 schools reporting offered courses in occupational adjustment; these courses were basically of four types: personal vocational choice, introduction to the world of work, job seeking techniques, and adjustment to careers. Could it be that educational systems at all levels shy away from vocational concerns thinking them an entity apart from the academic curriculum?

In their first report, the National Advisory Council on Vocational Education (1968) conveys the attitude that the problem affects people and programs at all levels. The main basis of their viewpoint involves the following:

> At the very heart of our problem is a national attitude that says vocational education and vocational guidance is designed for somebody else's children. This attitude is shared by businessmen, labor leaders, administrators, teachers, parents, and students. We are all guilty. We have promoted the idea that the only good education is an education capped by four years of college. This idea, transmitted by our values, our aspirations and our silent support, is snobbish, undemocratic, and a revelation of why schools fail so many students.
>
> The attitude infects the Federal government, which invests $14 in the Nation's universities for every $1 it invests in the Nation's vocational education programs. It infects State governments, which invest far more in universities and colleges than they do for support of skill training for those whose initial preparation for the world of work precedes high school graduation. It infects school districts, which concentrate on college preparatory and general programs in reckless disregard of the fact that for 60 percent of our young people in high school is still the only transition to the world of work. It infects students, who make inappropriate choices because they are victims of the national yearning for educational prestige (p. 2).

Counselors must realize that not all students are college bound and that many who are drop out before graduation. They should realize that even those who are college bound need vocational counseling and occupational information. At one time or another, almost every individual can be expected to become a part of the occupational spectrum and, therefore, would probably benefit from consultation with personnel expertly trained in vocational guidance. The key phrase here, of course, is "expertly trained."

Within the state of Illinois, few of the 14 colleges and universities offering a master's degree in guidance and counseling have more than one course in occupational information. This hardly seems sufficient to prepare counselors for one of the prime functions they will be expected to perform. Systematic steps should be taken to find out the type of classroom and field experiences perceived to be most beneficial in pre-service training programs prior to actual alteration of the counselor education curriculum. There would be little point in making changes without evidence to suggest priorities and refinements in the existing format.

In order to provide evidence to suggest refinements the investigation surveyed school counselors and counselor educators. This survey was based on the assumption that counselors occupy a key position for evaluating the pre-service preparation they received, and for suggesting improvements in existing counselor education curricula. Along the same lines, the opinions of counselor educators also were needed for description of current instruction and the degree of concentration devoted to vocational areas and for their ideas for improvement of counselor education curricula. An attempt has been made to integrate the perceived needs and recommendations of Illinois secondary school counselors with the expectations and priorities of counselor educators throughout the State. It is hoped that a result will be revision and improvement of programs designed to prepare professionals in vocational guidance and counseling services.

METHOD OF STUDY

Subject.

One hundred and ninety-seven Illinois counselors participated in this study from separate school systems in 77 counties. Twenty-one counselor educators represented all 14 institutions of higher learning in the State which offer the master's degree in guidance and counseling.

Counselors. An attempt was made to include every vocational guidance coordinator* in the state. Although this procedure did not result in a random sample of counselors in general, it was felt that coordinators should be more involved than counselors in general with vocational guidance programs and the type of training needed to make the programs work.

---

*Vocational Guidance Coordinators: Coordinators gained their titles upon submission and approval of their proposed vocational guidance activities for the 1968-69 school year by the State Board of Vocational and Technical Education. In some cases 1969-70 academic year replacements were interviewed due to the previous coordinator's transfer or change of position.

Random Selection of Counselor Practitioners. The remainder of the counselors used in the study were chosen from a pool of names representing all secondary school counselors (approximately 2,000) in the state. A group of 80 counselors, not already included as vocational guidance counselors, were randomly selected by choosing every 25th name on the entire list. Due to problems of scheduling, some substitutions in this group were necessary. In such situations counselors of school systems analogous to those originally made (according to size and community setting) were included.

Although certain differences between the counselors acting as coordinators and non-coordinator counselors were to be expected, it was discovered that, in general, response patterns dealing with the topics presented here were not dissimilar enough to warrant further differentiation between the two groups. Therefore, all counselors interviewed are considered as one group in the remainder of this report.

The counselors, of which 76 percent were male, came from diversified educational backgrounds. By and large they had received training from one of the colleges or universities in the State of

Illinois. Of the 24% who had been trained out-of-state, 13% were from states adjacent to Illinois. It was found that the dominant institutions where training had been obtained were the state-supported campuses of Southern Illinois University at Carbondale (14%), University of Illinois (13%), Eastern Illinois University (10%), Northern Illinois University (8%), Southern Illinois University at Edwardsville (7%), and Western Illinois and Illinois State University (both about 6%). Counselors were predominantly from public schools although parochial systems were also represented.

Table 1 indicates the year in which the counselors received

TABLE 1. YEAR IN WHICH COUNSELORS FIRST RECEIVED CERTIFICATION

Year Certified	Frequency
Not certified	4
1966-70	103*
1961-65	63
1956-60	18
1951-55	7
1946-50	1
1941-45	1
Total	197

*includes those who indicated they would receive certification in 1970 certification. The four who were not certified had obtained degrees in industrial education or social work, yet were responsible for vocational guidance in their particular school system. More than 84% of the counselors were certified in the ten year period from 1961 to 1970.

It was found that 90% of the counselor sample had taken course work in the counseling-guidance area within the last five years; and of these, 10% were enrolled in course work at the time of the study. Most of the counselors were relatively new at their job with more than 50% having spent from one to five years in the field. Table 2 presents tabulations of the number of years of

TABLE 2. PROFESSIONAL EXPERIENCE IN THE FIELD OF EDUCATION

Years of Experience	Number of Persons Having Experience As a Counselor	As a Teacher
None	5	7
1-5	116	69
6-10	53	53
11-15	12	32
16-20	8	13
21-25	1	10
Above 25	2	13
Total	197	197

counseling and teaching experience. It can be seen that the counselors, as a group, had more experience as teachers than as counselors. This is probably linked to the expansion of counseling-guidance services over recent years with a number of teachers moving from classroom to counseling activities. Many of the individuals interviewed taught school while working toward counselor certification requirements and made the transition upon completion of these requirements.

A final area of concern associated with experience of the counselors was the number of years they had spent in full-time work outside the field of education. In some states, although not in Illinois, vocational counselors are required to have such experience. As indicated in Table 3, over 37 percent of the

TABLE 3. NUMBER OF YEARS EXPERIENCE IN POSITIONS OUTSIDE THE EDUCATIONAL FIELD

Years Experience	Frequency
None	73
1-5	66*
6-10	31
11-15	15
16-20	8
21-25	2
Above 25	2
Total	197

*A large number of subjects in this category were meeting their military obligations.

counselors had held no full-time jobs outside the educational field.

Counselor Educators. An introductory letter was sent to appropriate departments at all Illinois institutions of higher learning offering master's degrees in counseling and guidance. The purpose of this letter was to identify all faculty members who taught vocational guidance courses at these institutions. The professors identified were then individually contacted to confirm appointment dates for interview sessions. The final population consisted of 21 counselor educators who had either taught or were scheduled to teach a course in occupational information and career development during the 1969-70 academic year.*

Four held a Master of Arts or Master of Science degree. Two of these were to receive their Doctorate within the next six months. The other 17 held the Ph.D. or Ed.D. Table 4 (see page 12) indicates the years in which these counselor educators received their Ph.D. or Ed.D. degrees.

All but two of the counselor educators had teaching experience in public school systems, the mean number of years' experience for the entire group being 5.4. Years of college teaching experience followed very closely the number of times they had taught an occupational information course.

---

*This group was considered a population rather than a sample because all professors in the State who taught the specified course during the 1969-70 academic year participated.

TABLE 4. YEAR COUNSELOR EDUCATORS OBTAINED PH.D. OR ED.D. DEGREES

Year Obtained	Frequency	Year Obtained	Frequency
Not Obtained	2	1951-55	2
1966-70	6*	1946-50	1
1961-65	3	1951-45	1
1956-60	4	1940 or earlier	2
Total	21		

*includes two counselor educators who indicated they would obtain their degree within approximately six months from the date of the interview.

TABLE 5. NUMBER OF TIMES COUNSELOR EDUCATORS HAD TAUGHT OCCUPATIONAL INFORMATION COURSE

Number of Times Taught	Frequency
1-5	8*
6-10	4
11-15	4
16-20	2
21-25	2
Above 25	1
Total	21

*includes two professors who were to teach the course for the first time during the second semester of the 1969-70 school year. However, their planning was developed; so they were included in the survey.

As in the case of the counselors, counselor educators had not had a great deal of occupational involvement in fields outside of education. Of the 21, nine (43%) had never held full-time year-long jobs outside of education, while for the 197 practitioners doing vocational counseling, 37 percent fell into the same category.

Methods of Data Collection.

By asking questions in a face-to-face interview at the individual's place of employment, maximum efficiency for obtaining usable data was achieved. Upon arriving at the subject's office, the interviewer explained that this study was a survey of vocational guidance in Illinois. Subjects were informed that the purpose of the project was two-fold; first was an attempt to upgrade pre-service training for vocational counselors, and second was to summarize the general complexion of secondary vocational guidance services in the state. This particular report is associated with the former, the basic graduate level course designed to teach occupational information and vocational guidance.

In order to obtain information dealing with past and future emphasis and priorities attached to vocational topics taught in pre-service preparatory courses, both counselors and counselor educators were asked to make judgments concerning 22 content areas generally associated with graduate college training in the area of occupational information. Topics included in the content list were derived by consulting instructional units on occupational information and vocational guidance in the following major college texts: Baer and Roeber, 1964; Borow, 1964; Crites, 1969; Hollis and Hollis, 1969; Hoppock, 1967; Isaacson, 1966; Norris, Zeran and Hatch, 1966; and Zytowski, 1968. The following 22 content areas used were felt to be fairly representative of course work of this nature.

1. theory of occupational and vocational information
2. sources of vocational information
3. sources of free vocational information
4. selection and evaluation criteria for vocational information
5. systems for classifying occupations
6. filing vocational information
7. administration of vocational interest inventories or aptitude tests
8. interpretation of vocational interest inventories or aptitude tests
9. sources of free vocational information
10. state or governmental moneys available for vocational projects, i.e., "funding"
11. occupational trends and availability of jobs
12. information about occupational requirements
13. economic information about occupations
14. developing local sources of occupational information
15. referral and placement of students

16. follow-up studies
17. federal and state agencies as a resource for consultant personnel
18. using career information in counseling
19. the teaching of an occupation class
20. current research projects in the vocational field
21. coordinating an information service
22. the value of work to man

It should be mentioned that due to the overlap found in guidance and counseling preparatory work some of the content areas might be covered partially in other classes such as introductory guidance, standardized testing and interpretation, or counseling theory and practice.

Judgments on extent of coverage in each area were registered by the responders on a nine-point scale. It was felt that by using a nine-point scale there would be a greater possibility for discrimination and better distribution of response than is typical in more collapsed scales with a smaller point spread. The scale was explained to interviewees as a continuum ranging from one (least) to nine (most) with only the extremes defined. For example: When dealing with extent of topic coverage as perceived by counselors, the number one indicated that the topic was not covered at all while the number nine represented extensive coverage in their preparatory vocational information course. The second section of the questionnaire devoted to ideal coverage, defined the number one as "should not be covered at all" and the number nine as "extremely important" to cover. Thus counselors responded twice to each of the 22 areas to indicate their perception of real and ideal coverage. Counselor educators were presented with an identical list of 22 topics and were asked to indicate the extent to which they feel each topic area should be covered to create the ideal curriculum for an occupational information course.

It was projected that analysis of this information would provide some answers concerning curriculum areas and point toward an integrated agreement of priorities and degree of concentration to be devoted to topics in future training. Views of practitioner and professor alike are invaluable tools to be used in this decision-making process.

RESULTS AND DISCUSSION*

Ideally instruction should be geared toward meeting each individual's needs, yet many factors may inhibit movement toward this ideal. Whenever an attempt is made to restructure education by looking at group data, for example, there is the danger that some students will not be served. Improvement would occur, however, if the needs of the largest group of students are better met in particular content areas.

---

*Most of the initial work on this section was completed by John C. Puntney.

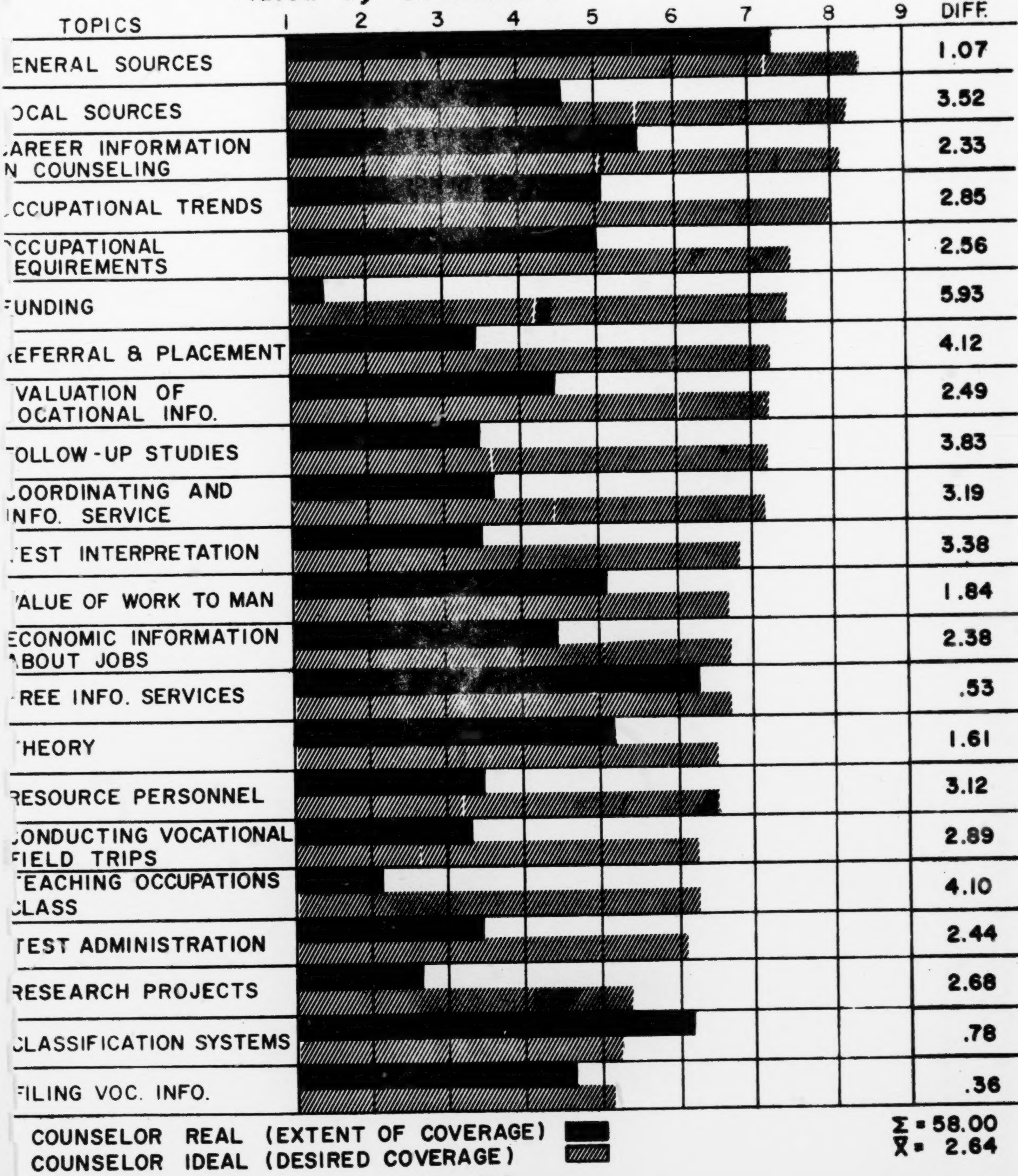
Two sets of numerical ratings were obtained from each sample group (counselors and counselor educators). The first was the extent of actual coverage devoted to 22 course content areas in a real sense and the other dealt with the extent of coverage that should be devoted to these 22 content areas in an ideal sense. From these data four comparisons were made.

> The first was between counselor's past experience as students in occupational information courses and their expressed ideal structure for such courses (counselor ratings, real vs. ideal). This comparison is important in generating guidelines for revision of existing course formats to meet recommendations of practitioners.
>
> The second comparison shows how counselor educators equate their present teaching patterns with their own recommendations concerning ideal extent of coverage (counselor educators, real vs. ideal).
>
> The third comparison is included as a measure of agreement between counselors and counselor educators on what was taught. What counselor educators say they taught and what counselors say they received seems to be an important point. The data collected seems to indicate that professors have a tendency to believe they teach more than the students report they have been provided.
>
> The final comparison looks at the counselors' and counselor educators' ideals. To what degree are their ideals similar? Upon what points do they agree or disagree? What areas seem potentially difficult to resolve? What course might best meet the ideal of both groups? Answers, or at least the beginning of answers may be inferred from these data.

Taken as an entire unit of information, these data seem to give direction for extending and improving occupational information and vocational guidance courses.

Comparing the Courses Counselors Had with Their Ideal Expectation. The initial comparison involved contrasting the real and ideal extent to topic coverage as perceived by counselors. To aid in quantitative differentiation of each subject matter area, median values for these two sets of counselor ratings were depicted as overlapping histograms (actual values are reported in appendix A). The resulting chart is reproduced as Figure 1. To gain perspective for considering similar or divergent opinions, the 22 content areas involved were arranged in a hierarchy from highest to lowest according to median scores of the ideal extent of coverage ratings given by the counselors in the sample. The descending ideal values are important because they suggest counselors' opinions about an order or a hierarchy of emphasis for topics to be covered in occupational information or vocational guidance courses. Even though the descending values are important, they should not be considered to constitute a finite hierarchy. Median values provided the best representation of the data while still providing for differentiation between topics. In each case the largest single number of counselors ranked these topics as extremely important to cover (a score of 9) in an ideal sense. Thus median differences between contiguous topics, such as those between the seventh topic (state or governmental monies available for vocational projects, i.e. funding) and the eighth topic (referral and placement of students) are minute. The former had an ideal median value of 7.52 while the latter had

Fig. I Real and Ideal Extent of Coverage for 22 Typical Occupational Information Topics as Rated by Counselors.



an ideal median of 7.51. When we look at judgments, which are not exact measures, on a nine point rating scale, differences of one-hundredth seem inconsequential.

Yet inspection of adjacent topics in Figure 1 should indicate groupings of topics which may be important. For example, the first four topics (sources of vocational information, developing local sources of occupational information, using career information in counseling, and occupational trends and availability of jobs) had ideal medians ranging from 8.36 to 8.00. In restructuring counselor education curriculum, these four topics all should be covered extensively. The next three topics (information about occupational requirements, funding, and referral and placement of students) also seem to be grouped, having ideal medians from 7.56 to 7.51. This second group of topics also should be considered important, but they would be of a slightly less importance than the first group. Additional groups can be determined by continued inspection of the figure.

The ordering process for the topics should provide a basis for working toward improved occupational information or vocational guidance courses, yet there are still other variables to consider. Figure 1 shows overlapping bar graphs for each topic. Since two median scores can be compared in association with each content area, one can examine the median differences, as listed in the right column, to gain some overall feeling for existing discrepancies.

These comparisons or discrepancies provide some indication of what might be needed to move from what has been taught to what is recommended in terms of the ideal emphasis counselors associate with each topic. As an illustration of this, consider the first two topics in Figure 1. For sources of vocational information, the group midpoint for the 197 counselors on extent of coverage was a rating of 7.29. Ideally they thought the median extent of coverage should equal 8.36. To achieve this higher degree of coverage, counselor educators probably would not have to alter their courses radically. As a group they presently would appear to be doing a good job on this topic. Yet for the second topic, developing local sources of occupational information, more course changes would be necessary. The group norm for this topic may need to move upward from 4.71 to 8.23, a difference of 3.52.

The most pronounced differences between real and ideal median ratings given by counselors were in five areas. Counselors were evidently most disappointed with information or instruction they received on how to obtain money through State and Federal agencies to support their vocational programs or projects (there was a difference of 5.93 for funding). This would include not only possible sources of funds but also some of the procedural aspects of proposal writing. Counselors wanted to know a great deal more about obtaining jobs or special training for their clients and institutions to which they could refer students for specific help (difference of 4.12 on referral and placement). More extensive training was desired in teaching an occupations class to give students a feeling for various types and classifications of work (4.10). Practitioners pointed to increased concentration of follow-up studies to be used in curriculum development and to evaluate the vocational guidance services provided by their department (3.83). They also favored more time being devoted to methods for developing local sources of occupational information (3.52), the idea being that the majority of graduating students will seek employment in the immediate area.

Examination of median differences in Figure 1 reveals that counselors seem to feel more preparation than they actually had is needed in almost all areas except for systems of classifying occupations. On this one topic, counselor educators probably "overteach." However, the overall discrepancy of 2.64 (listed as $\bar{X}$ in the lower right hand corner of Figure 1) seems to indicate a rather large differential between pre-service graduate training of the past and counselors' needs of the present in the entire range of topics covered on the inventory.

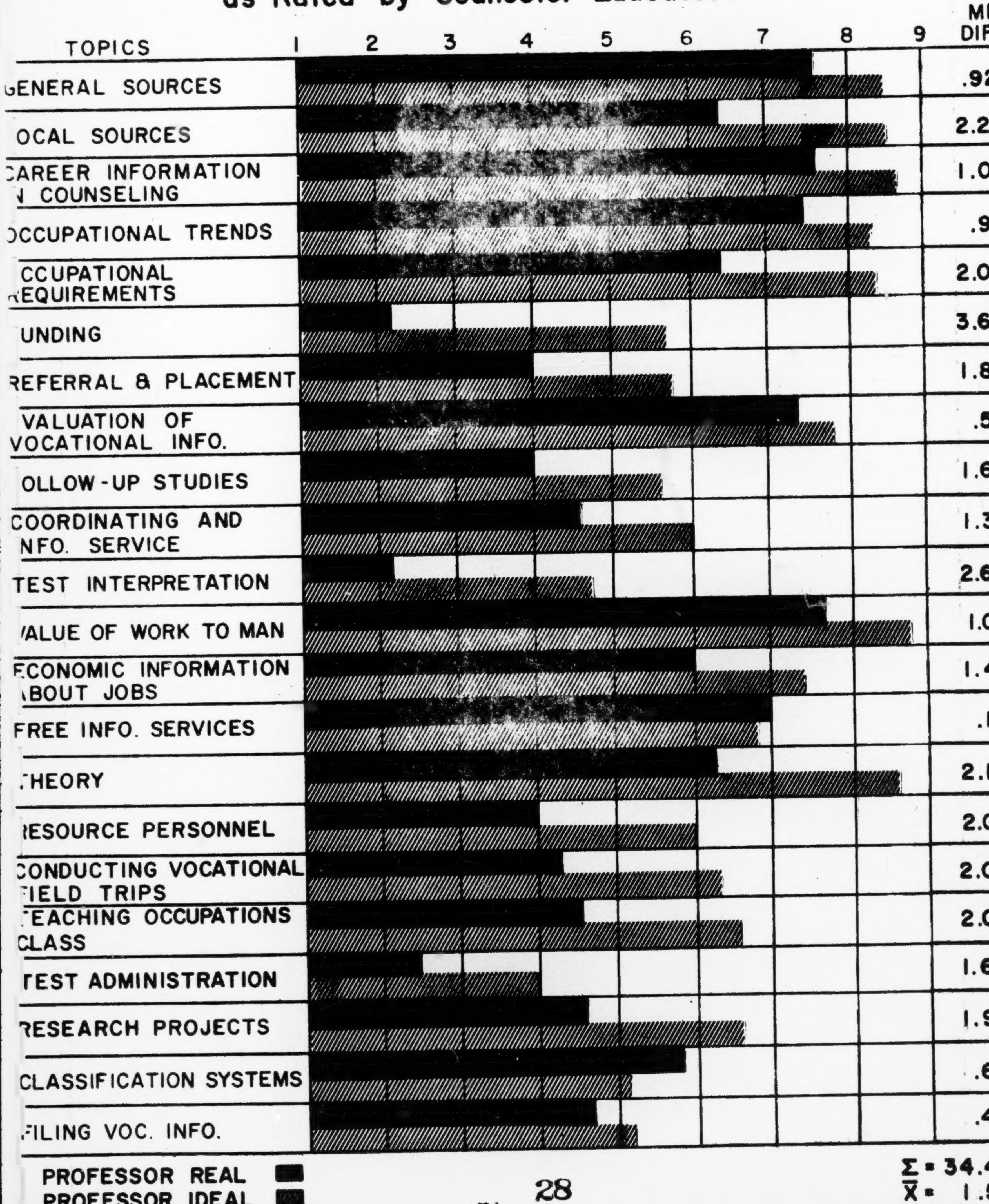
Perhaps major discrepancies may be thought of as perceived inadequacies counselors feel in their school roles. By indicating that a higher degree of concentration should be devoted to a particular topic the counselors may be indicating shortcomings they actually experience on the job. This interpretation of the data is supported by counselor statements of the following type:

> "The training I received in this area was not adequate for meeting the requirements of my job."
>
> "I didn't learn enough about this area to provide the type of services my students need."
>
> "If I returned to school knowing my job as I do now, this much more training in particular areas would provide me with the information I need to be better equipped."

Hopefully the data presented in this section will provide a better idea where counselors have been and where they would like to go in terms of vocational guidance preparation. An attempt should be made to plan for future needs and to structure course work on the basis of counselor experience in the schools. The gap between real and ideal extent of topic coverage represents some steps in trying to understand what these future needs may be. A great deal of the impetus for change will have to come from counselor educators, the next group for whom within-group comparisons are provided.

Comparing the Courses Counselor Educators Teach With Their Ideal Expectation. Counselor educators, much like counselors, would like to offer courses which go into more depth than they presently provide. The overlapping histograms in Figure 2 (see page 24) show the extent of coverage counselor educators have offered their students in the past and the extent of coverage they believe they should ideally devote to these areas. Inspection of this figure will show that professors indicated that ideally the

Fig. II Real and Ideal Extent of Coverage for 22 Typical Occupational Information Topics as Rated by Counselor Educators



course would present more in depth instruction or experiences for all the areas involved except classification systems. But the degree of shift from what they have been presenting to what they would ideally present is not quite as dramatic as that of counselors. This effect may be partially due to professors' real and ideal perceptions becoming more nearly congruent with increased frequency of teaching the course. Professors who have taught this material a number of times have their ideals modified as a function of realized limitations concerning the course. Also, counselor educators' real vs. ideal perception of self is probably more congruent (naturally) than other persons real vs. ideal perception of him. In addition, counselor educators rated their 1969-1970 course as the real, while many of the counselors involved had taken their occupational information course some years prior. In the interim, some of the counselor educators may have altered what they taught. Such considerations may help account for the mean discrepancy for counselors of 2.64 and a mean discrepancy for counselor educators of 1.57.

Areas in which the largest counselor educator real vs. ideal discrepancy occurred were: information about funding (3.67) and interpretation of vocational interest or aptitude tests (2.68). Both the counselor educators and counselors expressed a pronounced need for increased coverage concerning the topic of funding. This point seems to be of growing concern to both groups as a means for extending, innovating, evaluating, and in general, bettering vocational guidance and counseling programs at the secondary level. Counselor educators also seem to be concerned about understanding and interpreting vocationally-oriented measuring instruments. They may sense inadequacies in vocational interest measurement techniques. This may stem from the instruments now available or from counselors attaching too much importance to the results of such inventories or counselors presenting results to students in a misleading or unclear manner.

The counselor educator profile in Figure 2 appears to be more erratic in nature than that presented for counselors. Part of this picture was created by ordering topical areas according to the hierarchy of median ratings given by counselors. Examination of standard deviations and ranges of median differences for both groups does, however, point to a more erratic counselor educator judgment pattern on how important these topics were (SD = 1.45, Range = 4.75) than for counselor judgments (SD = .87, Range = 3.11). It may be that counselors were recommending as much more of everything as possible. Counselor educators on the other hand, were more discriminating concerning the 22 topics.

No matter which group was doing the rating, topics ranked high in terms of importance which also show a major shift upward from actual extent of coverage would appear rather urgent to consider. An investigation of topics marked in the top half of the "ideal" distribution with largest shifts from real to ideal are indicated in Table 6. Topics in Table 6 are ordered in accordance with the ranked hierarchy of the specific content area. As an example, counselors ranked local sources of occupational information as second in order of extent of coverage to be devoted to the topic while counselor educators ranked local sources and theory in a tie for fourth in importance. Not all areas where the largest point shifts occurred were ranked in the upper half of the "ideal

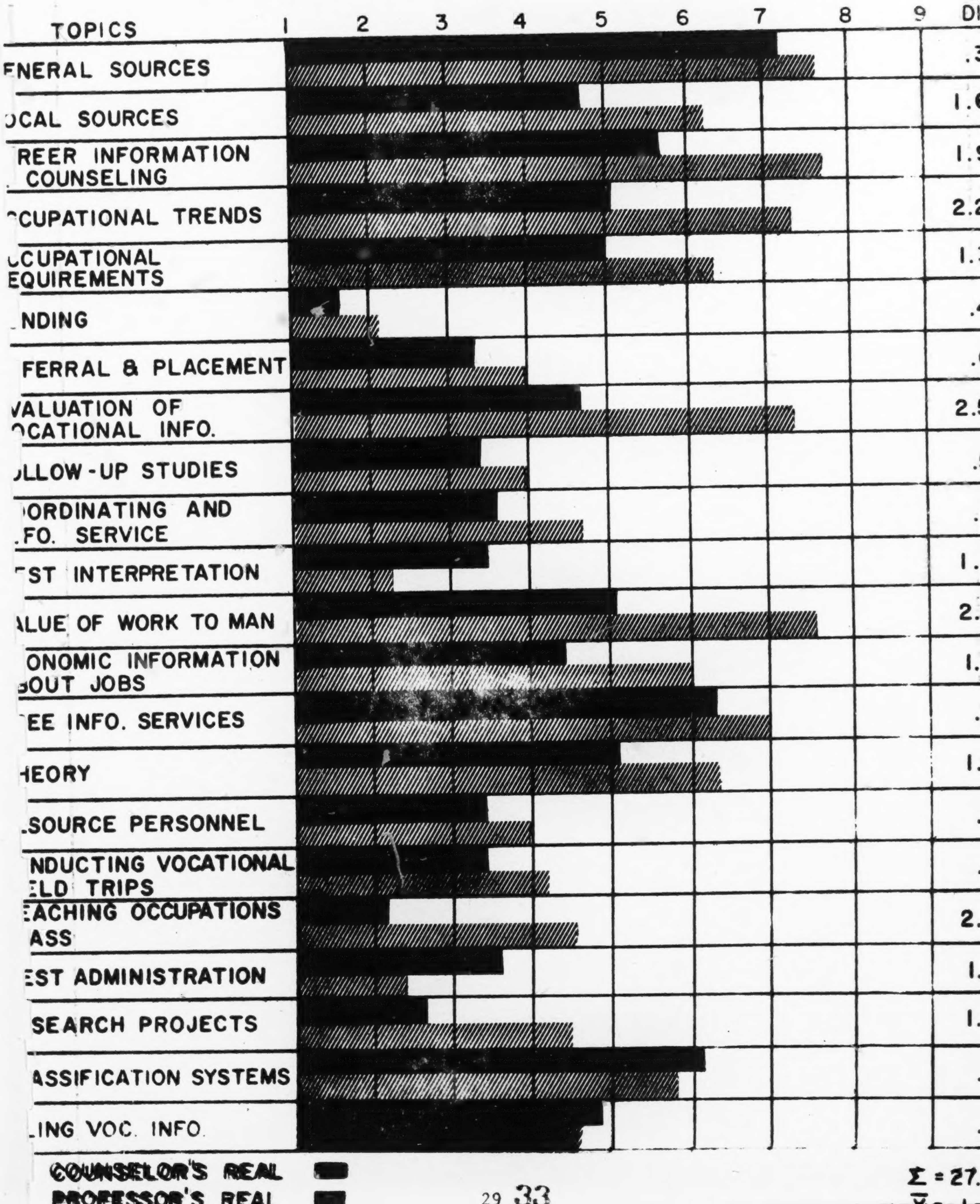
TABLE 6. TOPICS RANKED HIGHEST BY RESPONDENTS IN IDEAL SENSE WITH MAJOR SHIFT UPWARD FROM REAL TO IDEAL

Ideal Ranking	Topic	Point Shift
	Counselors	
2	Local Sources of Occupational Information	3.52
6	Funding	5.93
7	Referral & Placement of Students	4.12
9	Follow-up Studies	3.83
	Counselor Educators	
4	Local Sources of Occupational Information	2.22
4	Theory	2.17
6	Information About Occupational Requirements	2.05

extent of coverage" hierarchy for counselors and counselor educators. As an example of this, one should notice counselor ratings on the teaching of an occupation class, ranked 18th yet showing a 4.10 median shift from real (2.18) to ideal (6.28). For counselor educators, ratings on funding ranked 15th with a median difference of 3.67 from real (2.08) to ideal (5.75). Both ratings on ideal degree of concentration and differentials between real to ideal ratings could be used to determine need for curriculum change. For example, both respondent groups rank coverage of the topic: developing local sources of occupational information quite high and both groups agree that there needs to be a major shift upward in degree of concentration devoted to this topic in occupational information course work. In fortifying counselor education programs, an area such as this should logically have a high priority for alteration.

Comparing the Courses Counselors Had with the Courses Counselor Educators Teach. The third comparison presents real ratings of counselors and counselor educators. In the profile, the largest differences were found for the following topics: value of work to man (2.65), selection and evaluation criteria for vocational information (2.54), teaching an occupation class (2.40), and occupational trends and availability of jobs (2.23). On each of these topics the counselor educators indicated greater concentration than the counselors perceived they had received. When

Fig. III Compared Real Extent of Coverage Ratings Given by Counselors and Counselor Educators for 22 Typical Occupational Information Topics

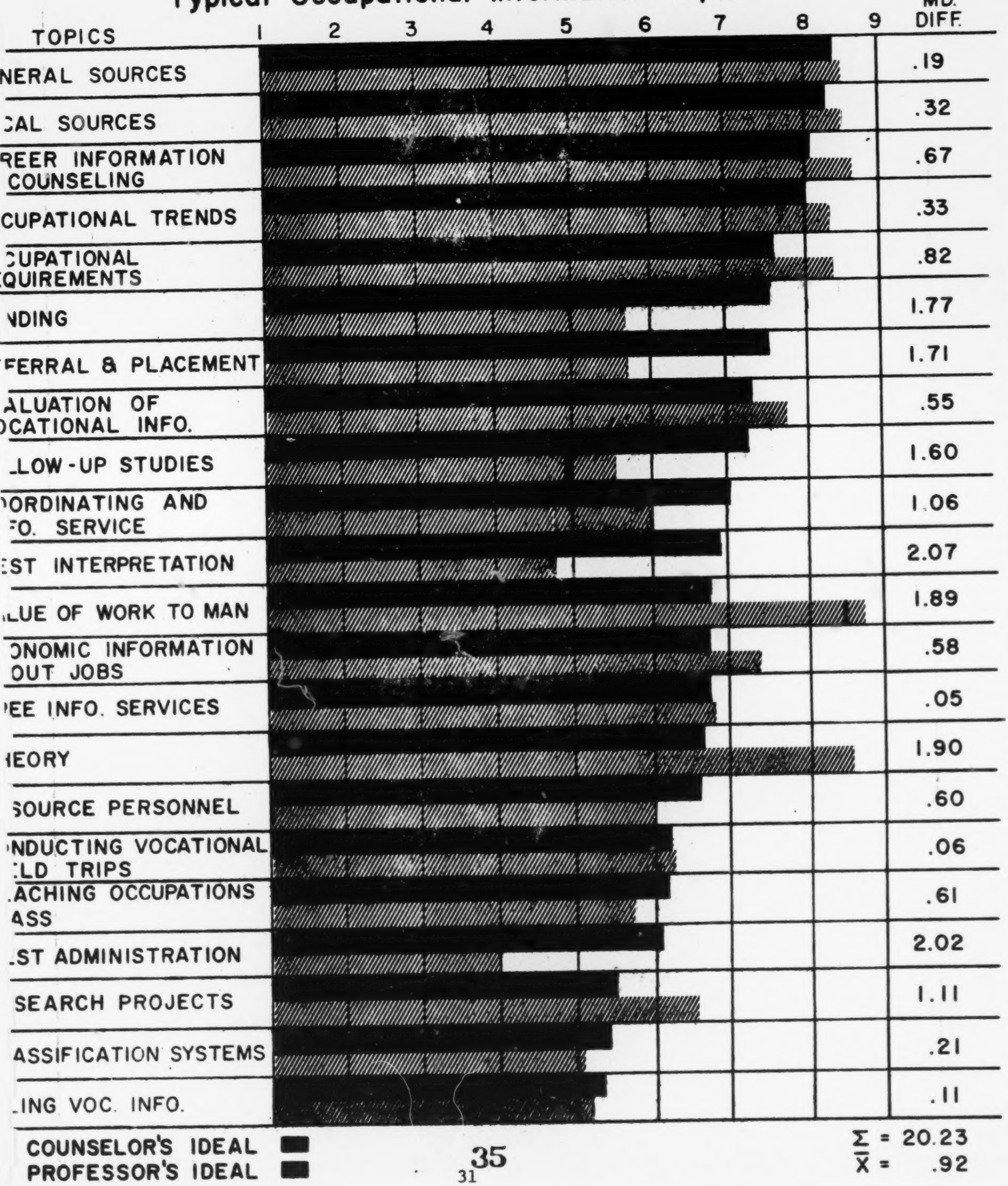


interpreting Figure 3, it must be remembered that one quarter of the counselors in the sample took their occupational information course in an institution outside of Illinois, and for those who taught at a university in Illinois, teaching assignments changed over the years. However, even with such qualifications, these data seem to imply that the counselor educators thought they were doing a better job of teaching than the counselors.

It is interesting to note that the smallest differences between counselor educators and counselors ratings were on "nitty gritty" topics, such as _filing_, _classifying information_, _general services_, and _free information services_. Matters which may call for more depth of thought (e.g., _the value of work to man_) show larger differences. Are these latter differences due to material that was inadequately taught or learned?

Counselor and Counselor Educator Ideals. The final comparison, presented as Figure 4 on page 31, equates how important counselors and counselor educators felt it was to cover the 22 topics involved. This provides a basis for discerning major areas of agreement or disagreement and relative importance of the topics under consideration. It would appear that this comparison is of utmost importance if graduate preparation in vocational information and career development is to be improved. To do this there should be some operating base of counselor-counselor educator agreement involving priorities and degrees of concentration to be devoted to

Fig. IV Compared Ideal Extent of Coverage Ratings Given by Counselors and Counselor Educators for 22 Typical Occupational Information Topics



course work areas. The mean discrepancy of .92 was some indication that the groups interviewed may not be far apart in their ideal perceptions. However, a look at the five topics of greater importance to counselors. and the three topics of greatest importance to counselor educators as listed in Table 7 seems to reflect an

TABLE 7. GREATEST MEDIAN DIFFERENCES FOR IDEAL EXTENT OF TOPIC COVERAGE BETWEEN COUNSELORS AND COUNSELOR EDUCATORS

Topics Assigned Higher Median Value	Point Difference
Counselors	
Interpretation of vocational interest inventory or aptitude tests	2.07
Administration of vocational inventories or aptitude tests	2.02
Funding	1.77
Referral and Placement	1.71
Follow-up Studies	1.60
Coordination in information services	1.06
Counselor Educators	
Theory of occupational and vocational information	1.90
The value of work to man	1.89
Current research projects in the vocational field	1.11

important trend. Seemingly counselor educators have more attachment to concepts which might be called theoretical-philosophical while counselors appear to want more coverage of practical application aspects that can be incorporated into their professional services.

It is encouraging to note that the five topics considered most important to cover by counselors were included in the seven top areas counselor educators viewed as most important, with the addition of theory and the value of work to man. For the two areas on testing noted by the counselors, most counselor educators thought that test administration and interpretation should be covered in other course work. These two topics probably belong in measurement, but the measurement people generally don't do a very good job teaching these for counseling purposes.

The complexion of counselor education programs of the past indicated needs of the present. Coupling this with the relatively strong agreement between counselors and counselor educators on topics of priority, should provide some basis for reorganizing course work.

FOLLOWING THE ACES STANDARDS ON PREPARATION OF SECONDARY SCHOOL COUNSELORS IN THE OCCUPATIONAL INFORMATION AND CAREER GUIDANCE ASPECTS OF THE CURRICULUM*

Reorganization of course work involves more than information on content. Counselor education staff's ideals and philosophies are also important ingredients to consider. One counselor educator, working alone, would have difficulty bringing about some of the changes suggested by the data in the previous section. Therefore, this section will involve consideration of some of the working relationships among staff members suggested by the Association for Counselor Education and Supervision and an analysis of these for a sub-sample of the 21 counselor educators included in this study.

---

*The initial work on this section was done by Stanley Hunton.

The ACES committee which prepared the "Standards for the Preparation of Secondary Counselors--1967" emphasized the need for counselor education staffs to become involved in the development of program objectives and philosophies. Implementation of these would then come through an organized program of studies. As part of this planned sequence of experiences, it was recommended that each course in the curriculum reflect the thinking of the entire staff.

Among the specific experiences listed by the ACES committee as necessary for the training of secondary school counselors were vocational development theory and educational and occupational information, its nature and uses. In Illinois, the Counselor Accreditation Committee, generally followed the ACES standards and included the above experiences. Candidates for a "Special Certificate in Guidance" (the highest level of guidance certification in the State) must complete 32 semester hours in the field and take course work in six required areas. One of these is called Occupational and Educational Information and includes both the theoretical and informational emphasis suggested by the ACES committee. The specific content of the courses needed to fulfill certification requirements was to be decided by the staffs at the 14 institutions that offer the masters degree in guidance.

Implicit in both the ACES recommendations and the Illinois certification standards is the notion that certain areas of study need to be mastered by pre-service trainees in order for them to adequately function as high school counselors. Counselor education staffs, then, not only have a responsibility for developing and presenting courses reflective of program objectives and philosophies, but a responsiblity to ensure that the counselor trainees have acquired the attitudes and skills intended to be taught by these courses. In order to gain some perspective on how well counselor educators were meeting these responsibilities this sub-study initially concentrated on two questions: (1) do counselor educators at the same institution teaching the required occupational information course agree upon the extent to which they covered the 22 content areas and (2) do individual counselors agree with the counselor educator who taught them about the extent to which these same 22 content areas were covered.

Sub-samples.

Counselor educators. As explained in the method of study section (beginning on page 6), those counselor educators interviewed consisted of all 21 staff members at the 14 institutions in Illinois that offer a masters degree in guidance and counseling who taught the course meeting the particular institution's occupational information credentialing requirement during the 1969-70 academic year. Of the 14 institutions, 11 had only one counselor educator who taught the course. Three institutions had two counselor educators teaching this course during the 1969-70 academic year and one institution had four counselor educators teaching the course during this time period.

Counselors. From the larger sample of counselors, an attempt was made to identify a sub-sample composed of those who had taken their occupational information course during the past five years from one of the 21 counselor educators interviewed. In the face-to-face interview procedure, counselors had been asked to name the institution where they took their occupational information course and the year it had been taken, but the name of their instructors were not recorded. Counselor educators, in the interview procedure, had been asked the years in which they taught the course. Seven institutions were selected that appeared to have stable staffs. The 64 counselors who attended these institutions were each sent a postcard requesting them to identify their instructor. The counselors who had attended these institutions and could remember their instructor's name reported being taught by 27 different counselor educators (or persons with some other designation) not included in this study. Consequently, further study of counselor-counselor educator perception showed that on the extent, typical content areas were covered (question number two above was discontinued). More appropriate methods are available for such investigation. However, the situation with the counselor subsample has been reported to illustrate the apparent lack of instructional consistency in the required occupational information area.

Procedures and Results.

The first question asked whether or not counselor educators from the same institutions teaching the same occupational information course agreed upon the extent to which 22 typical content areas were covered. In all, four institutions were involved. For three, the ratings for the first counselor educator were correlated with the ratings of the second counselor educator teaching at the same institution, and for the one institution with four counselor educators teaching the same course ratings were intercorrelated. Resulting correlation coefficients ranged from .63 to .16 with a mean of .36. These results seem to indicate that these counselor educators generally did not perceive that they covered the 22 content areas to the same extent as their institutional colleagues.

Discussion.

It would seem that if staff decisions had been made concerning the content of the occupational information courses, these counselor educators would have agreed more exactly on the extent of coverage content areas received. The lack of agreement among counselor educators is particularly important to note in light of the 1967 recommendations for counselor training made by ACES. These particular institutions apparently had not followed the ACES recommendations on developing course content out of stated program objectives. Not only was there a lack of agreement among counselor educators, but apparently the departments which offer courses required for counselor certification do not provide consistent programs. The counselor educators who answered the questionnaire used in this study were only a proportion of the instructors who taught occupational information courses at the institutions in Illinois since 1964. The large number of instructors who teach this course from year to year would seem to make it all the more important that the institutions provide continuity in their programs through departmental decisions.

The apparent lack of continuity in counselor education programs and courses is not restricted to Illinois. A study conducted under the auspices of Minnesota's Department of Education (Hogan and Markwardt, 1969) indicated that there was also a lack of continuity and stated program objectives in the counselor education programs of this state. Evidently programs were so dependent upon the personalities of the counselor educators teaching the various courses that it was concluded, "...completion of a program in counselor education, therefore, tells little about the experimental background of the individual, needless to say his philosophy, theoretical orientation, concept of counselor role, or practical approach [p. 11].

In order to move from the present status quo in teaching occupational information couses, and counselor education in general, the first step should be guided by the philosophy and objectives of the counselor education department. These need to be stated in terms that are specific enough to translate into actual course expectations because the staff needs to determine how they would implement the objectives, and specifics are needed if there is to be evaluation of outcomes. For example, say that the counselor educators at a university could agree upon the following:

> The student, upon completion of the masters degree in guidance and counseling, shall be able to conduct a vocational counseling session whereby he 1) uses a self-concept developmental model, 2) uses decision making techniques, 3) uses occupational information where appropriate 4) interprets test scores if appropriate tests were administered, and 5) demonstrates an understanding of the student.

In this example, for instance, it might be determined that students should receive instruction on or experience with interpretation of test scores and understanding of students in courses not directly related to occupational information. This would leave the staff member in charge of the occupational area to teach self-concept theory, decision making techniques and uses of occupational information. Therefore, the first overall goal for individual counselor educators is meeting the stated program objectives alotted to a particular course. The manner in which he accomplishes this task is left up to him.

The second major step of a counselor educator teaching occupational information and vocational guidance is organizing the curriculum. This step is developed in the following section.

IMPLEMENTATION OF THE COURSE CURRICULUM*

The primary goal of this study was to derive implications for college level curricula to meet school counselors needs for vocational guidance and career information competency. Counselors and counselor educators were asked to rate the extent of coverage given to 22 occupational information and vocational guidance topics. This was done for the basic preparatory course as actually taken or taught to represent a "real" extent of coverage. The same format was followed in an attempt to ascertain what the two groups thought the ideal extent of coverage for these topics should be. Centralized scores associated with these data provide guidelines for possible revision or reconstruction of the existing vocational guidance aspects of counselor education programs.

---

*Most of the initial work on the course curriculum was completed by Oliver W. Cummings.

Counselor educators, as well as counselors, evidently thought more emphasis should be given to preparation in this area. The counselor educators recommended greater extent of coverage for 20 of the 22 listed topics. Exceptions were for free information services and classification systems (see Figure 2). Their total median difference for ideal extent of coverage over real coverage was represented by a point value of 33.65 as compared to 57.22 for counselors. An examination of Figure 1 indicates that counselors desire more coverage in all areas excluding classification systems. It would appear that counselor needs provide justification for counselor educator desires to offer extended coverage in the specified areas. An expansion of coverage of this nature cannot be confined realistically to a single course covering one semester or quarter. The most apparent solution would seem to be offering, or even requiring, at least two courses dealing with occupational information and vocational guidance at colleges and universities where a master's degree in guidance and counseling may be obtained. However, it should be emphasized that expansion without refinement of existing programs and without knowledge of topic relevance are not likely to improve what we now have.

If counselor educators make adjustments in their curriculum based on the data reported in this study, their efforts should only be considered a beginning. The 22 content areas included were felt to be fairly representative of the general topics usually covered in course work of this nature. They probably are not representative of content areas which should be covered by the end of the decade. For example, there was no specific mention of career development. This might be included under the heading of theory, but it is a topic which could be a unifying force to occupational information and vocational guidance. Another topic not included in the list of 22 content areas was computer assisted retrieval systems. Presently a counselor educator might touch on this topic when considering filing vocational information, classification systems, or coordinating the information service. Yet, in the next few years, it is possible that computer assisted systems will have such an impact that our whole perspective on general sources of information and even on using career information in counseling might have to change. Counselors educated in the 1970's must be more than just aware that such possibilities are on the horizon.

Yet, even with this note on forethought, this survey of Illinois' counselors and counselor educators points to a lack of quantity, and for some, quality in vocational guidance training of the past. If one agrees that vocational guidance and counseling is an important part of the school counselor's role, then we also should agree to take a long, hard look at curriculum areas designed to prepare potential counselors for this task.

The following is an attempt to provide some stimuli for the long, hard look. A curriculum has been designed for an occupational information and vocational guidance sequence based on the data presented. Hopefully readers will feel free to react to and revise the sequencing of topics objectives, activities, readings and assignments presented. Course planning should develop out of staff consideration of philosophy and goals, as indicated in the previous section. The data presented above on counselor and counselor educator perceptions should form a basis for course syllabuses or occupational information and vocational guidance. They will, of course, need to be adapted to fit local circumstances. According to the ACES standards for the preparation of secondary school counselors, such syllabuses should be available for all counselor education courses.

Course Format. A two-academic quarter course sequence for vocational guidance has been outlined. Quarters were considered to be 11 weeks in duration and would meet four hours per week, or approximately 88 hours. If this sequence were to be modified for a two 15-week semester sequence meeting three hours per week, approximately 90 hours, there would be little difficulty changing from one organization plan to the other.

With our present knowledge about teaching graduate level vocational guidance courses, there appears to be no one "best" way to sequence each individual learning unit. However, according to theorists such as Ausubel, Bruner, and Gagné, learning events should be sequenced in order to build upon each other. In guidance and counseling training the focal point seems to be on applicability of skills when working with students. With this in mind, the first course was organized to provide a background of prerequisite knowledges which would form the basis for the application of skills in the second course. Yet throughout both courses, there should be a developmental approach. Systems for helping students as well as career choice prerequisites usually don't just happen, they develop. It seems that theories of career development illustrate this point and these approaches to practice serve as an overriding focus in the first course. The application of vocational guidance information and systems then will be the developmental emphasis in the second course. A topical outline for the two courses might include the following.

Proposed Organizational Framework for the First Course

Week of Course	Approximate # of class hours	Unit	Areas to Cover
1	4	1.	The value of work to man Philosophical groundwork for vocational guidance counseling.
2-5	16	2.	Theories of occupational or vocational choice development Overview.
6-7	8	3.	Overview of occupations to include: A. Occupational trends and availability of jobs. B. Information about occupational requirements. C. Economic information about occupations. D. Governmental impact on jobs and job-market-training programs -- and overall policies.
8-11	16	4.	Sources of Vocational Information to include: A. Selection and evaluation criteria for vocational information. B. Systems for classifying occupations. C. Filing vocational information. D. Practicality of students using the occupational files. E. Sources of free vocational information. F. Developing local sources of occupational information. G. Schools and opportunities in community. H. Training institutions. I. Apprenticeship programs and Educational requirements. J. Federal and State agencies as resource for consultant personnel.

Proposed Organizational Framework for the Second Course

Week of Course	Approximate # of class hours	Unit	Areas to Cover
12	4	5.	Vocational guidance in an educational process
13-15	12	6.	Conducting surveys (Research) to include: A. Current research projects in the vocational field. B. State or Federal money available for vocational projects (funding). C. Follow-up studies. D. Case studies. E. Evaluation.
16	4	7.	Developing public relations to include: A. Selling vocational programs to administrators and teachers, justification of position. B. Developing healthy attitudes toward counseling and career development. C. Communication to and with the community. D. Relationship with business and industry. E. Relationship of school courses and guidance activities.
17-22	24	8.	Using career information in counseling and decision making to include: A. Coordinating an information service . (1) Using vocational materials . (2) Developing a unit on information giving. B. Helping students interpret goals. C. Developing interests of students (motivation).

Week of Course	Approximate # of class hours	unit	Areas to Cover
			D. Using groups to assist in vocational decision-making.
			E. The teaching of an occupations class.
			F. Referral and placement of students.
			G. Administration and interpretation of vocational interest inventories.
			H. Placement instruments used by industry.
			I. Conducting vocational field trips.

From this topical outline a detailed course syllabus has been developed for the 22 week period. For each of the eight units the proposed set of objectives, related readings, out-of-class activities, and in-class activities are as follows.

Proposed Content Organization for the First Course

Unit I. Value of Work to Man-Philosophical Background (week #1)

A. Unit objectives

The purpose of this unit is to expose the student to some of the philosophical questions regarding work and vocational counseling as it relates to the world of work.

B. Related Readings

1. Lofquist and Dawis, in their Adjustment to Work: A Psychological View of Man's Problems in a Work-Oriented Society, consider the meaning of work and problems and characteristics of individuals and work environments. This book provides a basic groundwork, and for the student that wants to go deeper into the philosophical considerations of man in the working world, the list of references presented at the ends of the chapters provides a wide range of related readings.

2. Borow, in Man in a World of Work, presents articles related to philosophical foundations of vocational

guidance. Suggested articles for this unit are those by Miller (pp.3-23), Wren (pp.24-44), and Gross (pp.67-95). The introduction to the book, by W. C. Menninger (xiii-xvii), looks at the "Meaning of Work in Western Society" and is also recommended.

C. Out of Class Activities

1. Assignments
    a. Read first four chapters of Lofquist and Dawis (pp.6-40).
    b. Read Introduction in Borow (pp.xiii-xvii).
2. Alternative Assignments
    a. Read selected articles in Borow noted above under related readings.
    b. Write a short essay relating the concept of vocational counseling to a philosophical view of man in the world of work.

D. In Class Activities

1. Introductory lecture based on related readings (15 to 20 minutes).
2. Discussion and Exploration of (approximately 2hrs.)
    a. Philosophical questions regarding work.
    b. Why men work and implications of working conditions of the future.

    c. What part does vocational counseling play in the world of work?
    d. Why have vocational counseling at all?
  3. Summary lecture; consideration of the relationship of philosophical orientation to work and theories of vocational choice or career development (20 to 25 minutes).

Unit II. Theories of Career Development and Vocational Choice (weeks 2-5)

  A. Unit Objectives
    1. Students will demonstrate, either through writing or through class participation, knowledge of the basic components or concepts of several different theories in the vocational field.
    2. Each student will identify two theories - one with which he basically agrees and one with which he basically disagrees - and support his position on the theories through logical argument.
    3. The student will be able to discuss student characteristics in relation to the major concepts of a theory with which he basically agrees.
    4. Given a situation the student will be able to identify the characteristics of a client that

would be most important in two theoretical approaches and to compare and contrast the ways in which these approaches view the client.

B. Related Readings

1. Zaccaria's Theories of Occupational Choice and Vocational Development, presents a general approach to vocational theorizing. It provides excellent preliminary reading for consideration of individual theories (86 pages).
2. Hoppock's Occupational Information provides short summaries of more than a dozen theoretical approaches to vocational choice and development. This text is recommended as a good basic overview of theories in vocational development. (Chapter 7, pp. 84-109).

3 & 4. Two other texts that present overviews of theories in brief and readable form are Isaacson's Career Information in Counseling and Teaching (chapter 2, pp.19-38) and Crites' Vocational Psychology: The study of Vocational Behavior and Development (chapters 2 & 3, pp.25-118).

5. Osipow's Theories of Career Development presents

more in depth coverage of prominent theories. This text is a more detailed look at theories than the previous texts and is recommended reading following the introduction of students to theory.

C. Out of Class Activities

1. Assignments

a. For week 2 of course

Read and be prepared to discuss Zaccaria's Theories of Occupational Choice and Vocational Development.

b. For week 3 of course

Read chapter 7 in Hoppock, Occupational Information. Keep in mind while reading this overview that you will be asked to explore at least two of these theories in more depth and to relate them to your own orientation to counseling. Reading a second overview (either Isaacson or Crites chapters) would be a valuable asset in this process.

c. For week 4 of course

In Osipow read the more in depth description of at least two theories that you covered in the overview. These should include an approach with which you intuitively agree and one with which you disagree.

- d. For week 5 of course

  Write a paper (not more than 5 typed pages) comparing two theoretical approaches with your own personal approach to counseling. Include those aspects which make you agree and/or disagree with the theories.

2. Alternative Assignments
   - a. Reading assignments from a number of primary sources could be appropriate for this unit. Such readings would depend on the students' areas of interest and the depth of coverage of vocational theories desired. Lists of primary sources are included in each chapter in Osipow.
   - b. Related topics that might be considered for papers are:
     - (1) What Motivated My Occupational Choice?
     - (2) Vocational Theory and Helping Students Make Decisions
     - (3) Relationship of Theory to Your Own

Personal History

D. In Class Activities

  1. Week 2 of course

     a. Introductory lecture - to include implications of theories for vocational counseling and approaches to construction of career development theories (approximately 45 min.).

     b. Discussion and Exploration of:

        (1) Differences between theories of Occupational choice and theories of career development.

        (2) How theories of occupational choice and career development relate to "counseling" approaches.

        (3) Discussion of different ways of dealing with clients from different theoretical viewpoints, e.g. development vs. decision making, or stage vs. non-stage approaches.

  2. Week 3 of course

     a. Consideration of theoretical points of view of prime interest to students in the class.

     b. Exploration of how a student has come to his particular point in his own career development.

3. Week 4 of course
   a. Examples and discussion on how to identify student characteristics and relate these to different theoretical points of view.
   b. How different methods of classifying student characteristics might affect the process of working with a student in vocational counseling.
4. Week 5 of course

   The content and activities for week 5 should be an expansion and extension of the activities listed above. The culmination of the unit (assignment 4) should draw together the student's personal orientation to counseling and a theoretical approach to vocational choice or career development.

Unit III. Overview of Occupations (weeks 6 & 7)

A. Unit Objective

The purpose of this unit is to introduce trainees to the effects that trends in occupations can have on vocational development and the relationship of economic and governmental actions to trends in occupations. At the end of this unit the students will be able to identify trends in occupational fields, discuss the implications of these trends for future selection and placement opportunities and support their discussion of implications through knowledge of requirements, economic information, and governmental impact.

B. Related Readings

1. The article by Seymour Wolfbein, "Labor Trends, Manpower, and Automation," in Borow's Man In a World at Work, records and analizes changes in the world of work over the past half-century and attempts to show how these changes affect the present scene and the future (chapter 7, pp. 155-173).

2. Isaacson's Career Information In Counseling and Teaching provides a comprehensive look at sociological and economic factors influencing many aspects of individuals' behavior both on and off the job. Occupational trends are also covered adequately. Treatment of trends includes: causes

of long-term trends; causes of short-term trends; anticipated trends; trends in the employment of women; and anticipated trends by major groups. (chapters 6 & 7, pp. 144-208).

3. Hollis and Hollis in Personalizing Information Processes deal with the effects of the occupational world on the individual, giving emphasis to the changing nature of work, changing role of work in the life of the individual, influence of labor unions and collective bargaining, governmental influence in the world of work, and other related topics (chapter 10, pp.198-226).

4. Baer and Roeber's Occupational Information present material dealing with personal requirements as significant aspects of occupational information. Also considered in this text is economic information about occupations, taking into account such things as working force composition, job market characteristics, etc. (Chapters 9 & 10, pp. 189-256).

5. Wolfbein's Occupational Information: A Career Guidance View focuses on trends in the labor

force and to some extent trends in occupations. It is a two part text with Part I, The People and Their World of Work, dealing with trends in population and occupations, and Part II, The Social and Economic Setting, considering such factors as automation, mobility, income, earnings, etc. (142 pages).

6. The Occupational Outlook Quarterly (a journal published by the U.S. Department of Labor) typically covers several occupational trends in each issue.
7. Regular reading of news magazines, e.g. The National Observer, Newsweek, Time, U.S. News and World Report, and newspapers (particularly Sunday editions of large metropolitan papers) helps to keep counselors aware of coming trends.

C. Out of Class Assignments

1. For week 6 of course
   a. Read article by Wolfbein in Borow, Man in a World of Work.
   b. Read chapters related to occupational trends in Isaacson and sections on governmental influences in Hollis and Hollis.

2. For week 7 of course

   In no more than two double spaced typewritten pages, identify and document an occupational or economic trend that would be important for you when working with students. An example might be the present and future prospects of the draft or serving in the armed forces.

3. Alternative Assignments

   Topics that might also be considered for papers:

   "Description of Employment Trends in a Particular Area"

   "History of an Occupation - Emphasis on Change"

   "Possible Jobs of the Future"

D. In Class Activities

1. Week 6 of course

   Presentation will include background (historical) treatment of the field, present status of the field, and implications for the future. Throughout this analysis, emphasis will be on (1) the jobs in the field as they change, i.e. specialization vs. general practice, impact of changes in composition of labor force, etc.;

(2) changes in requirements for jobs covered under number 1 and; (3) the possible impact of economic factors on both 1 and 2.

b. Influence of governmental actions on jobs and job-market-training programs. This should be a topic that might best be covered by a guest speaker who is involved in governmental programming and/or in vocational projects outside the field of education. Opportunity exists here for bringing in current trends in governmental policies that are now affecting the labor force in economic, compositional, and other ways. It should be an excellent discussion starter.

2. Week 7 of course
    - a. Continuation of discussion initiated during week 6.
    - b. Student reports and discussion on the trends they have identified for their out of class assignment.

Unit IV. Sources and Uses of Occupational Information (week 8-11)

A. Unit Objectives

1. The student will be able to list and defend

criteria by which he would select and evaluate materials to be included in his information files.

2. The student will be able to choose and defend his choice of, a classification system for occupational information what would be appropriate to the situation in which he expects to work.
3. The student will be able to discuss the implications of systems for filing and/or displaying occupational information and the practicalities of organizing filing systems for student use.
4. The student will be able to list and use sources, or sources of sources, for
    a. free or inexpensive occupational literature
    b. training institutions
    c. information regarding apprenticeship programs and educational requirements
    d. Federal and State agencies that serve as resources for consultant personnel.
5. The student will be able to describe a method for developing local sources of occupational information; identifying the users of the information, information to be collected, method of

collecting information, source of information to be obtained.

B. Related Readings

1. Hoppock's Occupational Information has chapters dealing with sources of occupational information, appraising occupational literature, and classifying and filing information (Chapters 4, 5, 6, pp.27-83 and Appendix A, pp. 401-402).

2. Isaacson handles classifying occupations and materials describing the world of work in two separate parts (Part II, pp.39-102 and Part V, pp. 213-269 respectively) in his Career Information in Counseling and Teaching. Some of the systems for classifying occupations include:

   a. census classification
   b. socio-economic classification
   c. prestige ratings
   d. U.S. Department of Labor system used in the Dictionary of Occupational Titles

   Coverage of Materials includes:

   e. sources and types of occupational information
   f. collecting and evaluating career information

g. filing career information.

3. Norris, Zeran and Hatch, in The Information Service in Guidance, presents a variety of classification systems (chapters 4 & 5, pp. 65-115) national sources of information encompassing occupational, educational, and social information and evaluation of this information (chapter 6, 7, 8 amd 9 pp.119-259). Also included are local sources of information with consideration given to community surveys, job analysis, follow-up studies, work experience andplacement programs (chapters 10 and 11 pp.263-369).

4. Baer and Roeber in Occupational Information include chapters on kinds of Occupational Literature, Appraising Occupational Literature, Information Describing Occupations, Information about Occupational Requirements, Economic Information About Occupations (Chapters 6, 7, 8 and 10 respectively pp.136-256) and chapters on National Sources of Occupational Information, Developing Local Sources of Information, and the Information Service (Chapters 12, 13, 14 and 15 respectively pp.268-379). Chapter 13 (pp.319-337) on

sources of information on training may serve as a comprehensive reference.

5. For a more general approach and abbreviated treatment of sources of occupational information, the reader is referred to Hollis and Hollis Personalizing Information Processes, (chapter 11, pp.227-255).

6. Computer-based Vocational Guidance Systems, published by the U.S. Office of Education is a summary of papers presented at the Fourth Symposium for Systems under Development for Vocational Guidance. Several vocational guidance systems under development are described, and problems in developing and implementing computer-based and automated guidance systems are discussed.

7. NVGA Bibliography of Current Career Information published by the National Vocational Guidance Association is a comprehensive bibliography of occupational information materials and sources. Chapters include:
   a. Guidelines for preparing and evaluating occupational materials
   b. Current Career Literature

   c. Special information related to career planning
   d. Publisher's Index
   e. Guidelines to preparation and evaluation of occupational films
   f. Current Career films.

8. Facilitating Career Development: An Annotated Bibliography presents abstracts of "publications characterized by the following descriptions: career choice, career development, and career planning; development tasks; guidance programs; occupations, choice of; occupational guidance, occupational information, occupational interests, and occupational tests; vocational counseling, vocational development, vocational guidance, vocational interests, vocational tests and vocational psychology." Chapters include:
   a. computer-based guidance systems
   b. models and technique for career guidance
   c. career development conferences
   d. experimental, exemplary, and curricular programs
   e. gaming, simulation, and career guidance kits

   g. approaches for providing occupational information and orientation.

C. Out of Class Activities

   1. Assignments

      a. For week 8 of course

         (1) Read chapter 5 in Hoppock on Appraising Occupational Literature.

         (2) Skim chapter 3 in Isaacson, keeping in mind the different purposes for or uses of the classification systems presented.

         (3) Familiarize yourself with the Dictionary of Occupational Titles (DOT); this may be done through reading chapter 4 in Isaacson or through practice with the DOT itself.

      b. For week 9 of course

         (1) Familiarize yourself with sources from which you can obtain occupational information, good references for this assignment include Hoppock (chapter 4 and Appendix A), Isaacson (chapter 11), Baer and Roeber (chapter 12 and 13), and the

NVGA Bibliography of Current Career Information.

(2) Read chapter 14 in Baer and Roeber

(3) Select two articles related to presenting information to students from Chapter VII in Facilitating Career Development and read the original sources.

(4) Come to class prepared to discuss ideas for disseminating, displaying, and presenting occupational information to students. Chapter 13 in Hollis and Hollis, and chapter 16 in Baer and Roeber may be helpful in addition to articles you read under part 3 of this assignment.

c. For week 10 of course

(1) Read Part II of Computer-based Vocational Guidance Systems.

(2) Write a short description of a program for collecting, housing and disseminating occupational information which might be applicable to your future work setting.

(a) Identify the population to be served

        (b) Outline the steps you would go through in collecting materials
        (c) Describe your filing and classification system and justify its use
        (d) Describe your dissemination procedure (be creative or innovative).
    d. For week 11 of course
        (1) Complete paper assigned during week 10.
  2. Alternative Assignments
    a. Gather and evaluate occupational information on a job.
    b. Write a two page paper on the administration of an information service appropriate to the situation in which you hope to work.

D. In Class Activities
  1. For week 8 of course
    a. Lecture presenting an overview for the unit and introducing evaluation of occupational information.
    b. Students will be given sample pamphlets representing "good" and "bad" occupational information and will be asked to evaluate the

materials.

c. Lecture presentation covering classification systems that are practical for use in schools.

2. For week 9 of course
    a. Lecture and discussion of ways to develop and use local sources of occupational information.
        (1) Organization of information about Community Resources and Personnel in the school
        (2) Job placement services
        (3) Use of community surveys and follow-up studies.
3. For week 10 of course
    a. Presentation (guest lecturer) by someone involved in a computer-based vocational guidance program.
    b. Consideration of papers assigned in C 3b.
4. For week 11 of course
    a. Further consideration of papers assigned
    b. Guest speakers from the U.S. Bureau of Apprenticeship and Training
    c. Review of course work to be covered on final

exam

5. Final Examination.

Proposed Content Organization for the Second Course

Unit V. Vocational Guidance in an Educational Process (week #12)

A. Unit Objective

This unit is to serve as a transition unit between the first and second phases of the occupational information and vocational counseling courses. With the background gained through the first course, the student is expected to have formed some ideas concerning vocational guidance and counseling. This unit is included to introduce a challenge to the conduct of current programs of vocational guidance.

B. Related Reading

Vocational Education and Guidance: A System for the Seventies (Rhodes, 1970) is an evaluation and a proposal. His evaluation adds up to the statement that vocational education in this country is far from what it ought to be and vocational guidance, one portion of vocational education, is not just unhealthy -- it is almost nonexistent. Rhodes' key position about vocational guidance is that it is a concern of the entire school.

C. Out of Class Activities

1. Assignment

a. Read and be prepared to discuss Rhodes' book, Vocational Education and Guidance: A System for the Seventies. This assignment should be made at the end of the first course and applies to the first class meeting of the second course.

2. Alternative Assignment

a. none

D. Activities

1. Discussion of Rhodes' book, accuracy of his evaluation of the state of the field and implications for the future of vocational guidance and counseling.

2. Consideration of what counselors must do to "justify their existence in school programs."

3. Introduction to conducting surveys and vocational research.

Unit VI. Conducting Surveys - Vocational Research (weeks 13-15)

A. Unit Objectives

1. The student will be able to list practical uses for information gained through surveys of area

employment and labor force needs plus application of follow-up data.

2. Students will be able to design a feasible survey taking into account time, cost, and usefulness of the data obtained in school situations.
3. Given a set of follow-up data the student will be able to discuss the meaning of results and indicate uses to which the findings could be put.
4. The student will design an evaluation program for vocational guidance services appropriate to the situation in which he expects to work.
5. The student will be able to list Federal and State agencies that provide money for vocational projects, and will be able to complete an application form for funding from an appropriate agency.

B. Related Readings

1. Research Guidelines for High School Counselors, published by the College Entrance Examination Board (1967), was designed to provide school counselors with help in conducting research.

Articles included cover a variety of studies that could be undertaken by school counselors.

2. Techniques for follow-up studies and consideration of evaluation methods for guidance services are presented in Hutson's The Guidance Function in Education (Chapters 17, pp.697-720 and 19, pp.757-776).
3. Articles of the type by Bradley (1970) which emphasizes the need for follow-up studies in school program planning should be read.

C. Out of Class Activities
  1. Assignments
     a. For week 13 of course
        (1) Read selected articles in Research Guidelines for School Counselors
        (2) Read chapter 17 in Hutson on techniques for conducting follow-up studies.
     b. For week 14 of course
        (1) Given the data from a follow-up study, such as presented by Bradley (1970), students will write (not more than two typed pages) a summary of the data and indicate uses to which the data can be

put.

(2) Read Chapter 19 in Hutson and prepare an outline for evaluation of vocational guidance services.

c. For week 15 of course

(1) Design an evaluation program for vocational guidance services appropriate to the situation in which the student expects to work.

2. Alternative Assignment

a. Visit to an ongoing research project at secondary system, (e.g. a project funded under title III of the Elementary and Secondary Education Act or a project funded by the State Office of Education).

b. Presentation of proposal, design, administration and reporting of an ongoing research project in the vocational field.

D. In Class Activities

1. For week 13 of course

a. Consideration of types of survey data which would assist secondary school counselors in working with students.

   - b. Presentation of techniques of data collection applicable to school settings.
   - c. Descriptions of follow-up studies. Consideration of the usefulness of such studies and their place in initiating change in school programs, curricula, and instructional materials.
2. For week 14 of course
   - a. Presentation (lecture, example and discussion) of evaluation procedures to be used in describing and assessing effectiveness of vocational guidance programs.
   - b. Presentation of some general models that can be used in evaluating programs.
   - c. Lecture introducing procedures for obtaining funds from State and Federal agencies.
3. For week 15 of course
   - a. Guest speaker on funding. Could be personnel from a State Research and Development Unit, State Department of Educational Research, or an appropriate Federal agency.
   - b. Summary and discussion of guest speakers presentation.

c. Consideration of student evaluation projects completed out of class.

Unit VII. Developing Public Relations (week #16)

A. Unit Objectives

1. The student will be able to list and implement procedures for setting up and conducting interviews with personnel from business and industry in the community.
2. The student will write a summary report of an interview with a community resource person.
3. The student will present a justification for scheduling his time for such activities as interviewing and reporting to a panel of students who will act as "school board members."

B. Related Readings

1. A document from Nevada Research Coordinating Unit entitled "Vocational Education & The Comprehensive High School: A Challenge to Administrators" is directed toward the role of the school administrator in changing the general image of vocational education. The article, while directed at administrators, is also pertinent reading for vocational counselors

(Eric document ED - 021 - 139).

C. Out of Class Activities

  1. Assignments

    a. Set up an interview with a prospective community resource person. In the interview you will explain to the resource person why you want to interview him, how he might be of help to the school and the vocational program, and how the interview results will be used.

    b. Conduct interview, asking questions appropriate to your goals.

    c. Be prepared to present the results of your interview experience to a "school board" panel.

  2. Alternative Assignments

    a. Write a two to five page paper outlining the procedures you might use in developing a public relations program for the setting in which you expect to work.

D. In Class Activities

  1. Guest speaker such as a public relations consultant or university news director. Topic:

How to prepare and sell the image of your program.

2. Discussion of speaker's presentation.
3. Presentation by students, to a panel of students acting as board members. Content of this presentation will include justification of use of community resource personnel, results of an interview with a community resource person, and proposed use of information collected. The panel will act as critical reviewers of the proposals made.

Unit VII. Using Career Information in Counseling to Aid in Decision Making Process (weeks 17-22 of course)

Ideally this six week unit could be coordinated with an on going concurrent practicum experience where students would have the opportunity to practice the related guidance and counseling skills involved.

A. Unit Objectives

1. The student will be able to list at least five essential duties and responsibilities of an information service coordinator which will aid in career development and vocational decision making processes.

2. When presented simulated situations involving guidance problems, the student will select and use appropriate informational materials.
3. In simulated or actual counseling settings the student counselor will identify the major goal of the counselee and outline sub-goals which may clarify alternatives open to the client.
4. The student will be able to discuss motivational factors involved in making career choices. This may be demonstrated through analysis of factors that played major roles in the student's own career choice.
5. The student will discuss means of using group guidance procedures efficiently and effectively for vocational guidance activities appropriate to the setting in which he expects to work.
6. The student will distinguish between group guidance activities and group counseling activities, and will discuss these distinctions in regard to vocational decision making.
7. The student will be able to list the components of an occupations class (to be taught at the secondary level or elementary level) and to

discuss the organization and teaching of such a class.

8. The student will identify and then list agencies and individuals which may serve as sources for vocational referrals.
9. The student will be able to outline procedures for referring a student to an agency for help in vocational planning.
10. The student will list and discuss uses and limitations of vocational interest inventories for application in school guidance programs.
11. The student will outline procedures for conducting vocational field trips, including:
    a. public relations necessary for conducting a field trip
    b. pre-trip instructions for students
    c. procedures for the trip itself
    d. post-trip activities.

B. Related Readings

1. Articles such as, "The Use of Information in Vocational Decision-Making" (Biggers, 1971), and "Vocational Counseling: A Pattern and a Projection" (Samler, 1968), serve as introductions

to vocational guidance as a decision making process.

2. McGoon's chapter in Krumboltz and Thoresen's Behavioral Counseling presents a problem solving approach to working with clients in making vocational decisions (pp.343-398).
3. Norris, Zeran and Hatch in The Information Service in Guidance describe the information service and its role and scope (chapter 2, pp.16-30). Also included is a chapter on management of the service which considers the roles of various staff members (chaper 16, pp.503-519). This text also presents advantages and limitations, as well as principles for planning field trips (pp.462-465), the use of groups in vocational guidance services (chapters 13 and 14, pp.404-484), and work experience and placement programs (chapter 11, pp.331-369) are covered.
4. Hoppock, Occupational Information, includes two chapters devoted specifically to uses of occupational information in counseling (chapters 10 and 11, pp.131-164), and a chapter on the teaching of an occupations class, which

incorporates the use of group guidance (chapter 12, pp.165-203).

5. Some of the motivational factors involved in career decisions are presented in Crites' Vocational Psychology (chapter 9, pp.357-407). This chapter considers theories of vocational motivation, measurement of motivation and studies related to vocational motivation.
6. Rothney reviews the Strong Vocational Interest Blank and the Minnesota Vocational Interest Inventory in the Journal of Counseling Psychology. In both cases the weaknesses of these inventories are pointed out. In addition to the Rothney review the rejoinder by Campbell should also be read (Vol. 14, No. 2. 187-191).

C. Out of Class Activities

1. Assignments
    a. For week 17 of course
        (1) Read McGoon's chapter in Krumboltz and Thoresen .
        (2) Read "The Use of Information in Vocational Decision-Making."
    b. For week 18 of course

(1) Read chapter 16 of The Information Service in Guidance (Norris, Zeran, & Hatch).

(2) Skim chapter 2 of The Information Service in Guidance; keep in mind the essential responsibilities of a coordinator of information services.

(3) Take SVIB at appropriate university testing service.

c. For week 19 of course

(1) Come to class prepared to help a client solve a vocational problem. In working with this client you will be expected to use appropriate occupational materials with which you have become familiar. The focus for this assignment is on using appropriate occupational information and on identifying goals for the counselee.

(2) Read section on theories of vocational motivation, chapter 9 in Crites' Vocational Psychology (pp.357-366).

d. For week 20 of course

        (1) Read chapter 12 in Hoppock.
        (2) Scan chapters 13 and 14 in Norris, Zeran, and Hatch, paying particular attention to the use of groups in vocational guidance.
    e. For week 21 of course
        (1) Read section on placement in chapter 11 of Norris, Zeran, and Hatch (pp.345-369).
        (2) Bring to class results of interest inventory you took during week 18 of the course. Be prepared to interpret another student's test to him. This will require knowledge of the Strong manual.
        (3) Read Rothney's review of the Strong Vocational Interest Blank and the Minnesota Vocational Interest Inventory plus Campbell's rejoinder.
    f. For week 22 of course
        (1) Read section on planning field trips in Norris, Zeran, and Hatch (pp.462-465).
2. Alternative Assignments

a. Possible topics for papers related to objectives for this unit
    (1) Assimilating sources of occupational information
    (2) What motivated my vocational choice
    (3) Group activities to facilitate vocational exploration and decision making
    (4) How to conduct a job interview
    (5) An outline for an occupations course
    (6) How to help students make decisions .
b. Possible out of class activities which might be coordinated with a practicum experience
    (1) Observe practicing vocational counselors doing their job
    (2) Learn how to play and demonstrate commercially available career games
    (3) Spend time in a high school talking to students about career choice
    (4) Observe a career development lesson at the elementary level or visit a occupations class in a high school

(5) Tour vocational shops in a high school.

D. In Class Activities

1. For week 17 of course
    a. Introductory lecture for unit.
    b. Discussion of vocational counseling as a decision making process.
    c. Comparision of a decision making model with the theoretical approaches studied in course I.
    d. Consideration of theories of vocational motivation as they relate to decision making processes.
2. For week 18 of course
    a. Consideration of the structure of Information Services, and consideration of the role of coordinator of information services to career development and decision making processes.
    b. Lecture-introduction to the use of triads and role playing to include:
        (1) Techniques to be used
        (2) Expected process
        (3) Goals of the experience

(4) Implementation of the triad role playing procedure. The general format of such an exercise is as covered at the bottom of the page.

3. For week 19 of course
    a. Continuation of triad experiences focusing on goal setting and using information.
    b. Consideration of theories of vocational motivation as they relate to things that have occured in the triad.
4. For week 20 of course
    a. Consideration of the use of groups in vocational guidance.
5. For week 21 of course
    a. Interpretation of SVIB and discussion of the use of inventories in vocational guidance services.
6. For week 22 of course
    a. Review of material covered in course two.
    b. Final examination

Suggested Procedures For the Triad Role Playing Used During Weeks 18 and 19 of Course. The class will be randomly divided into groups of three. One student will act as counselor, one as client, and one as an observer. After each exercise the roles will be switched until each student has acted as a counselor, client, and observer. The sucess of these exercises depends on the ability of the client-role player to realistically play the role of a high school student seeking information.

The client-role player will select one problem from the list of client problems and then present it to the counselor-role player. The observer is to rate the interaction he observes on the basis of a career development model which uses a decision making approach to arrive at solutions. This means the counselor needs to be sensitive to the client as a person, demonstrate his concern for the client, consider the client's abilities, attitudes, and feelings about information, and then help the client to make decisions based upon his knowledge of himself and the occupational information he has received.

All materials the counselor should need to help the client answer his problem will be located on tables in the back of the room.

Problems for Client-Role Players

Directions:

Select one of the following problems and present it to the counselor-role player in a manner you feel is consistent with the behavior a high school student would exhibit.

Problems:

1. What are the general abilities and aptitudes needed to become a landscape architect?
2. How much training beyond high school is needed to become a beautician/barber?
3. Where can I get a detailed description of the working conditions and duties of people employed in the garment industry?
4. Where can I get the training to be a diesel mechanic?
5. Where can I get information about careers in data processing?
6. I have an IQ of 100 and get C's and B's in school. I would like to be a doctor so I could help poor people who can not afford medical treatment. My dad says I'm too dumb to be a doctor. What do you think?
7. I have an IQ of 130 and my dad wants me to go to Harvard and then go into business with him. That really turns me off. I like to draw and think I can make a good living doing it. I would like some information about artist type jobs so I can convince my dad I'm not going to be a bum.
8. My interest and aptitude tests show I'm best at math, but I don't think I would like working with numbers

all my life. I like people too. I'm afraid I'll make the wrong decision. What should I do?

Observer's Check List

Counselor's name ______________________

Observer's name ______________________

Directions:

Your are to observe the interaction between counselor and client and then rate the counselor's behavior by circling one of the responses.

1. Understanding the client's problem.
   a. good b. adequate c. needs improvement
2. How was understanding communicated to the client?
   a. questions b. clarifying statements c. reglection
3. Did counselor select appropriate source materials to answer student's concern?
   a. yes b. no
4. Use of appropriate information.
   a. good b. adequate c. needs improvement
5. Time needed to locate appropriate pages.
   Note approximate time - - - - - -
6. Procedure of giving information to the client.
   a. good b. adequate c. needs improvement
7. Was the counselor concerned with the feelings and

attitudes expressed by the client?

a. yes (good, adequate, needs improvement) b. no

8. Did the counselor have the client relate information to himself and make tentative decisions?

a. yes (good, adequate, needs improvement) b. no

9. Make comments pertinent to the counselor's behavior concerning his strengths and weaknesses.

REFERENCES

The references have been divided into two lists for the convience of those who may wish to utilize the proposed course syllabus. First is a list of references cited in the actual reporting of the study. Second is the list of references included in the related readings of the course syllabus.

References Cited In The Study

Baer, M. F., & Roeber, E. C. Occupational Information. (3rd ed.) Chicago: Science Research Associates, 1964.

Borow, H. Man in a World at Work. Boston: Houghton Mifflin Co., 1969.

Calvert, R., Jr., Carter, E. M., & Murphy, I. College courses in occupational adjustment. Personnel Guidance Journal, 1964, 42, 680-682.

Crites, J. O. Vocational Psychology. New York: McGraw-Hill, 1969.

Dugan, W. E. School counselor's role in vocational guidance. American Vocational Journal, 1965, 40, 35-36.

Graff, R. W., & Maclean, G. D. Evaluating education-vocational counsling: a model for change. Personnel and Guidance Quarterly, 1970, 49, 97-103.

Hansen, L. S. Theory into practice: a practitioner looks at career guidance in the school curriculum. Vocational Guidance Quaterly, 1967, 15, 97-103.

Hollis, J. W., & Hollis L. U. Personalizing Information Process. London: Macmillan; Collier-Macmillan Limited, 1969.

Hogan, J., & Markwardt F. Counselor Education in Minnesota: A Status Study. St. Paul: Minnesota Department of Education, 1969.

Hogan, J., & Markwardt F. Occupational Information. (3rd ed.) New York: McGraw-Hill, 1967.

Isaacson, L. E. Career Information in Counseling and Teaching. Boston: Allyn and Bacon, Inc., 1966.

Norris, W., Zeran, F. R., & Hatch, R. N. The Information Service in Guidance. (2nd ed.) Chicago: Rand McNally, 1966.

Roeber, E. C. The school curriculum and vocational development. Vocational Guidance Quarterly, 1965-66, 13, 87-91.

Sinick, D., Gorman, W. E., & Hoppock, R. Research on the teaching of occupations 1963-1964. Personnel and Guidance Journal, 1966, 44, 591-595.

Sinick, D., & Hoppock, R. Research on the teaching of occupations, 1961-1962. Personnel and Guidance Journal, 1964, 42, 504-507.

Sinick, D., & Hoppock, R. Research on the teaching of occupations, 1959-1960. Personnel and Guidance Journal, 1961, 40, 164-167.

Sinick, D., & Hoppock, R. Research by states on the teaching of occupation. Personnel and Guidance Journal, 1960, 39, 218-219.

Sinick, D., & Hoppock, R. Research on the teaching of occupations, 1956-1958. Personnel and Guidance Journal, 1959, 38, 150-155.

Sinick, D., & Hoppock, R. Research on the teachings of occupations, 1954-1955. Personnel and Guidance Journal, 1956, 35, 150-153.

Sinick, D., & Hoppock, R. States report research on the teaching of occupations. Personnel and Guidance Journal, 1955, 34, 328-330.

Sinick, D., & Hoppock, R. Research on the teachings of occupations, 1952-1953. Personnel and Guidance Journal, 1954, 33, 86-89.

Sinick, D., & Hoppock, R. Research on the teaching of occupations, 1945-1951. Personnel and Guidance Journal, 1953, 32, 147-150.

Standards for the preparation of secondary school counselors-1967. Personnel and Guidance Journal, 1967, 46, 97-106.

Zytowski, D. G. Vocational Behavior: Readings in Theory and Research. New York: Holt, Rinehart, and Winston, Inc., 1968.

References Included In The Related Readings Of The Course Syllabus
Course 1

Baer, M. F., & Roeber, E. C. Occupational Information. (3rd ed.) Chicago: Science Research Associates, 1964.

Baily, L. J. (Ed.) Facilitating Career Development: an Annotated Bibliography. Springfield, Illinois: State of Illinois Board of Vocational Education and Rehabilitation, 1970.

Borow, H. (Ed.) Man in a World at Work. Boston: Houghton Mifflin Co., 1969.

Computer - Based Vocational Guidance Systems. Washington D. C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1969 (Superintendent of Documents Catalog No. FS5.22 5: 25053).

Crites, J. O. Vocational Psychology. New York: McGraw Hill, 1969.

Dictionary of Occupational Titles. Washington D. C.: U.S. Department of Labor, 1965.

Gross, E. The worker and society. In H. Borow (Ed.), Man in a World at Work. Boston: Houghton Mifflin, 1964.

Hollis, J. W., & Hollis, L. U. Personalizing Information Process. New York: Macmillan, 1969.

Hoppock, R. Occupational Information. (3rd ed.) New York: McGraw Hill, 1963.

Isaacson, L. E. Career Information In Counseling and Teaching. Boston: Allyn and Bacon, 1966.

Lofquist, L. H., & Dawis, R. V. Adjustment to Work: A Psychological View of Man's Problem In A Work-Oriented Society. New York: Appleton-Century-Crofts, 1969.

Menninger, W. C. Introduction: The meaning of work in western society. In H. Borow (Ed.), Man in a World at Work. Boston: Houghton Mifflin, 1964.

Miller, C. H. Vocational guidance in the perspective of cultural change. In H. Borow (Ed.), Man in a World at Work. Boston: Houghton Mifflin, 1964.

Norris, W., Zeran, F. R., & Hatch, R. N. The Information Service In Guidance. (2nd ed.) Chicago: Rand McNally, 1966.

NVGA Bibliography of Current Career Information. Washington D. C.: American Personnel and Guidance Association, 1969.

Osipow, S. H. Theories of Career Development. New York: Appleton-Century-Crofts, 1968.

Wolfbein, S. L. Labor trends, manpower, and automation. In Borow (Ed.), Man in a World at Work. Boston: Houghton Mifflin, 1964.

Wolfbein, S. L. *Occupational Information: A Career Guidance View.* New York: Random House, 1968.

Wrenn, G. C. Human values and work in American life. In H. Borow (Ed.), *Man in a World at Work*. Boston: Houghton Mifflin, 1964.

Zaccaria, J. S. *Theories of Occupational Choice and Vocational Development*. Boston: Houghton Mifflin, 1970.

Course 2

Biggers, J. L. The use of information in vocational decision-making. *Vocational Guidance Quaterly*, 1971, *19*, 171-176.

Bradley, R. W. Follow-up: a means of altering the college bound myth, *The Illinois Guidance and Personnel Association Quarterly*, 1970, *35*, 25-28.

Crites, J. O. *Vocational Psychology*. New York: McGraw Hill, 1969.

Dodson, E. S. Vocational education and the comprehensive high school. Eric Document #ED-021-139.

Hoppock, R. *Occupational Information*. (3rd ed.) New York: McGraw Hill, 1963.

Hutson, R. W. *The Guidance Function in Education*. (2nd ed.) New York: Appleton-Century-Crofts, 1968.

Magoon, T. M. Developing skills for solving educational and vocational problems. In Krumboltz, J. D. and Thoresen, C. E. (Eds.) *Behavioral Counseling: Cases and Techniques*. New York: Holt, Rinehart, and Winston, 1969.

Norris, W., Zeran, F. R., & Hatch, R. N. *The Information Service In Guidance*. (2nd ed.) Chicago: Rand McNally, 1966.

Research Guidelines for High School Counselors. New York: College Entrance Examination Board, 1967.

Rhodes, J. A. *Vocational Education and Guidance: A System for the Seventies*. Columbus, Ohio: Merill, 1970.

Samler, J. Vocational counseling: a pattern and a projection. *Vocational Guidance Quarterly*, 1968, *17*, 2-11.

APPENDIX A.

MEDIAN SCORES FOR COUNSELOR AND PROFESSOR RATINGS CONCERNING VOCATIONAL TOPICS EXTENT OF COVERAGE

MEDIAN SCORES FOR COUNSELOR AND PROFESSOR RATINGS CONCERNING VOCATIONAL TOPICS EXTENT OF COVERAGE

	Counselor Ratings		Professor Ratings	
	Real	Ideal	Real	Ideal
Sources of vocational information	7.29	8.36	7.63	8.55
Developing local sources of occupational information	4.71	8.23	6.33	8.55
Using career information in counseling	5.70	8.03	7.67	8.70
Occupational trends and availability of jobs	5.15	8.00	7.38	8.33
Information about occupational requirements	5.00	7.56	6.33	8.38
State or government monies available for vocational projects, i.e. "funding"	1.59	7.52	2.08	5.75
Referral and placement of students	3.39	7.51	4.00	5.80
Selection and evaluation criteria for vocational information	4.84	7.33	7.38	7.88
Follow-up studies	3.44	7.27	4.00	5.67
Coordinating an information service	3.87	7.06	4.63	6.00
Interpretation of vocational interest inventories or aptitude tests	3.57	6.95	2.20	4.88
The value of work to man	5.02	6.86	7.67	8.75
Economic information about occupations	4.44	6.82	6.00	7.40
Sources of free vocational information	6.28	6.81	7.00	6.86
Theory of occupational and vocational information	5.04	6.65	6.38	8.55
Federal and state agencies as a resource for consultant personnel	3.48	6.60	4.00	6.00
Conducting vocational field trips	3.43	6.32	4.33	6.38
The teaching of an occupation class	2.18	6.28	4.58	5.67
Administration of vocational interest inventories or aptitude tests	3.58	6.02	2.40	4.00
Current research projects in the vocational field	2.81	5.49	4.67	6.60
Systems for classifying occupations	6.10	5.32	5.80	5.11
Filing vocational information	4.89	5.25	4.67	5.14

APPENDIX B.

SAMPLES OF COUNSELOR SUGGESTIONS FOR COURSE

I. Papers
2. Guest Speakers
3. Reading Areas
4. Field Experiences

THE FOLLOWING ARE A SAMPLE OF SUGGESTED TOPICS MADE BY THE COUNSELORS, CONCERNING PAPERS TO BE REQUIRED IN AN OCCUPATIONAL INFORMATION COURSE

Trends in Vocational Education

Historical Patterns of Labor Movements

History of a Given Occupation With Emphasis on Changes That Have Occurred Over Time

The History of Vocational Guidance and Its Relation to Present Day Practices

The Use of Follow-up Information in the Placement of Students

How to Make Realistic Occupational Choices

What Forces Motivated My Occupational Choice

A Sequence to Be Followed in Helping a Student Make His Vocational Choice

Vocational Opportunities in the Local Community

State and Federal Funding Programs in Guidance and in Vocational Education

Work and its Psychological Implications

Work-- A Source of a Full Life

The Role of Work to a Person

An Occupation Analysis: Job Description, Working Conditions, and Other Information

What is the Purpose of Work

A Model Counseling Situation Involving Student Conflict in Job Selection

How Vocational Theories were Verified in My Own Personal Work History

Helping a Student Who Says "I don't Know What I Want to Do?"

The Importance of the Guidance Counselor's Personality in Vocational Decision Making

Differences Between Vocational Counseling and Career Counseling

The Scope of the Vocational Counselor's Job

Occupational Interest Inventories Correlated With Student's Actual Occupations

Comparisons of Trade School Publications

Development of Units for Vocational Information Courses

Employing Persons From Minority Groups

A LIST OF SAMPLE SUGGESTIONS FOR AREAS FROM WHICH GUEST SPEAKERS COULD BE DRAWN

Federal and State Agencies

State Employment Service
Division of Vocational Education and Rehabilitation
Social Security Administration
Any other State and Federal personnel concerned with employment or with government jobs

Business or Industry

Personnel directors of various places of business to discuss their needs, and what they look for in an applicant (Most frequently mentioned by practicing counselors)
Labor union officals, or their business agents
Experienced professional and worker from industry, economics, labor, and business

Educationally Related

Counselors from post high school vocational training institutions
Students who have graduated from the school
Educational leaders in vocational education

Persons doing research in vocational counseling or education
Authors of vocationally oriented books
University financial aid directors

Others

Men from the news media
Armed forces recruiters
Men representing unusal occupations
People from legal areas
Representative from Mental Health Association

A SAMPLE OF IDEAS FOR SPECIAL FIELD EXPERIENCES THAT WOULD BE BENEFICIAL IN AN OCCUPATIONAL INFORMATION COURSE

Conduct surveys of business, and industry

Visit a library having extensive vocational information files

Have a seminar with various types of business and industrial personnel to provide insight in areas of employment

Visit a school (Willowbrook, Illinois High School) or agency (Eric instalation) which is using computer retrieval information

Visit high schools with progressive vocational programs

Observe a practicing vocational counselor over a period of time

Visit construction sites

Visit manufacturers with special training programs

Visit local places of interest, i.e. largest employers in the area

Visit a union management grievance session

Visit a state employment agency

Have a career day program exploring various careers

Have a practicum experience dealing with counseling and placing student in business or industry

View a psychodrama in a state hospital for patients getting ready to leave and go to work

Tour hotel for industrial-restaurant related occupations

THE FOLLOWING ARE A SAMPLE OF SUGGESTED READING AREAS MADE BY COUNSELORS TO BE CONCENTRATED ON IN AN OCCUPATIONAL INFORMATION COURSE

Graduate studies in vocational guidance

Sucessful model program in vocational education

The role of computers in occupation information

Read *Encyclopedia of Careers*, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, etc.

Individualized readings appropriate to the job locale (background on employment trends, opportunities, etc. in geographic areas)

Students should subscribe to appropriate journals while enrolled in the vocational information course

Trends of employment

Counseling techniques in vocational guidance

Current and future trends in vocational guidance programs

Methods in vocational decision making

The psychological aspects of work

The Value of work to society

The psychology of motivation as it relates to work

Theories of work and occupations

Industrial psychology

Theories of vocational information

Management of problems in occupations

Interpretation of tests and interest inventories

The counselor and the Federal and State labor laws

APPENDIX C.

QUESTIONNAIRE ITEMS RELATED TO THIS STUDY

Column Number

1 Card Number .... ☐
1

2-4 Questionnaire Number .... ☐☐☐
2 3 4

5 Sex 1 M 2 F .... ☐
5

6-17 Name .... ☐☐☐☐☐☐☐☐☐☐☐☐
6 7 8 9 10 11 12 13 14 15 16 17

18-32 School Name .... ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐
18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

33-35 County .... ☐☐☐
33 34 35

36 Position .... ☐
36

Write in number of most appropriate:
1. **Half-time guidance counselor**
2. **Full-time guidance counselor**
3. **Director of guidance or head of guidance staff**

37 **Recognized Vocational Guidance Coordinator** 1 **Yes** 2 **No** .... ☐
37

38 Level of certification in State of Illinois .... ☐
38

1. Provisional
2. Basic Recognition for Approved Guidance Worker
3. Minimum Reimbursement
4. Special Certificate
5. None

39-40 College or University where certification was obtained....... ☐☐ 39 40

01	Bradley University
02	Chicago Teachers College
03	DePaul University
04	Eastern Illinois University
05	Illinois Institute of Technology
06	Illinois State University
07	Loyola University
08	Millikin University
09	Northeastern Illinois State College
10	Northern Illinois University
11	Northwestern University
12	Roosevelt University
13	Southern Illinois University (Carbondale)
14	Southern Illinois University (Edwardsville)
15	University of Chicago
16	University of Illinois
17	Western Illinois University
18	College or University in Indiana
19	College or University in Iowa
20	College or University in Kentucky
21	College or University in Missouri
22	College or University in Wisconsin
23	Other

If non-Illinois school, write name ____________________

41-42 Year when certified or certification is expected .... ☐☐ 41 42

43-44 College or University where Occupational Information Course was Taken .... ☐☐ 43 44

Use code for 39 & 40 - write name if out of state ____________________

45-46 Year when Occupational Information Course was taken........... ☐☐ 45 46

47 How many courses have you taken past your certification ...... ☐ 47 (actual number)

48-49 Year most recent guidance course was taken .... ☐☐ 48 49

50 Do you hold a masters degree 1 Yes 2 No .... ☐ 50

51-52 Year when masters degree was obtained .... ☐ ☐ 51 52

53-54 Number of years teaching experience .... ☐ ☐ 53 54

55-56 Number of years a counselor .... ☐ ☐ 55 56

57-58 Number of years in present position .... ☐ ☐ 57 58

59-60 Number of years in positions outside of education
Do not count summer jobs .... ☐ ☐ 59 60

Membership in professional societies

61 American Personnel & Guidance Association .... ☐ 61

62 American College Personnel Association .... ☐ 62

63 Association of Counselor Education and Supervision .... ☐ 63

64 National Vocational Guidance Association .... ☐ 64

65 Student Personnel Association for Teacher Education .... ☐ 65

66 American School Counselor Association .... ☐ 66

67 American Rehabilitation Counseling Association .... ☐ 67

68 Assoc. for Measurement & Evaluation in Guidance .... ☐ 68

69 National Employment Counselor Association .... ☐ 69

70 Illinois Guidance and Personnel Association .... ☐ 70

71 National Education Association .... ☐ 71

72 American Federation of Teachers .... ☐ 72

73 Phi Delta Kappa or Phi Lamda Theta .... ☐ 73

74 Illinois Education Association .... ☐ 74

75 American Vocations Association .... ☐ 75

76 Illinois Vocation Association .... ☐ 76

77 Guidance and Vocational Services Association .... ☐ 77

78 Academy of Teachers of Occupations .... ☐ 78

FILMED FROM BEST AVAILABLE COPY

Column Number

1 **Card Number** .... ☐ 1

2-4 **Questionnaire Number** .... ☐☐☐ 2 3 4

5 **Did you ever have a course which dealt exclusively with vocational theory? 1- Yes 2- No** .... ☐ 5

6 **Indicate the number of college courses you have had which dealt specifically with vocational information . (put in actual number - zero - none)** .... ☐ 6

7 **Was at least one of these courses required for your certification as a counselor? 1 - Yes 2 - No** .... ☐ 7

8 **Do you feel such a course should be required for certification? 1 - Yes 2 - No** .... ☐ 8

After each of the following possible content areas, indicate on the one to nine point scale the extent to which your Occupational Information course covered this information.

9 - Extensively covered
1 - not covered at all

9 **Theory of occupational and vocational choice or development** ..... ☐ 9

10 **Sources of vocational information** .... ☐ 10

11 **Sources of free vocational information** .... ☐ 11

12 **Selection and evaluation criterion for vocational information** ... ☐ 12

13 **Systems for classifying occupations** .... ☐ 13

14 **Filing vocational information** .... ☐ 14

15 **Administration of vocational interest inventories or aptitude tests** .... ☐ 15

16 **Interpretation of vocational interest inventories or aptitude tests** .... ☐ 16

17 **State or governmental money available for vocational projects, i.e. "funding"** .... ☐ 17

18 **Occupational trends and availability of jobs** .... ☐ 18

19 **Information about occupational requirements** .... ☐ 19

20 **Economic information about occupations** .... ☐ 20

21 **Developing local sources of occupational information** .... ☐ 21

FILMED FROM BEST AVAILABLE COPY

22 **Referral and placement of students** .... ☐ 22

23 **Follow-up studies** .... ☐ 23

24 **Federal and state agencies as a resource for consultant personnel** .... ☐ 24

25 **Using career information in counseling** .... ☐ 25

26 **The teaching of an occupations class** .... ☐ 26

27 **Current research projects in the vocational field** .... ☐ 27

28 **Coordinating an information service** .... ☐ 28

29 **The value of work to man** .... ☐ 29

30 **Conducting Vocational Field trips** .... ☐ 30

31 **On the nine point scale, rate how beneficial your occupational information course was to you**.. ☐ 31

Now I am going to ask a similar series of questions about what you would ideally like to see in an occupational course. Your responses will be used in designing a curriculum to meet the expressed needs of counselors in the field -- so please be frank.

List in descending order what you think are the five most important areas of content to be covered in an occupational information course. (Limit to five)

32-33 ____ ☐ ☐ 32 33

34-35 ____ ☐ ☐ 34 35

36-37 ____ ☐ ☐ 36 37

38-39 ____ ☐ ☐ 38 39

40-41 ____ ☐ ☐ 40 41

FILMED FROM BEST AVAILABLE COPY

42-62 **Now on the nine point scale indicate how important you feel it is to cover these areas in an occupational information or vocational guidance course.**
9 - extremely important to cover
1 - should not be covered at all

42 **Theory of occupational and vocational information** .... ☐ 42

43 **Sources of vocational information** .... ☐ 43

44 **Selection and evaluation criteria for vocational information** .... ☐ 44

45 **Systems for classifying occupations** .... ☐ 45

46 **Filing vocational information** .... ☐ 46

47 **Administration of vocational interest inventories or aptitude tests** ... ☐ 47

48 **Interpretation of vocational interest inventories or aptitude tests** ... ☐ 48

49 **Sources of free vocational information** .... ☐ 49

50 **State or governmental moneys available for vocational projects, i.e. "funding"** .... ☐ 50

51 **Occupational trends and availability of jobs** .... ☐ 51

52 **Information about occupational requirements** .... ☐ 52

53 **Economic information about occupations** .... ☐ 53

54 **Developing local sources of occupational information** .... ☐ 54

55 **Referral and placement of students** .... ☐ 55

56 **Follow-up studies** .... ☐ 56

57 **Federal and state agencies as a resource for consultant personnel** ..... ☐ 57

58 **Using career information in counseling** .... ☐ 58

59 **The teaching of an occupation class** .... ☐ 59

60 **Current research projects in the vocational field** .... ☐ 60

61 **Coordinating an information service** .... ☐ 61

62 **The value of work to man** .... ☐ 62

-66 What would you suggest as the topics for papers to be required in an occupational information course, if any?

____

____

____

☐ 63 ☐ 64
☐ 65 ☐ 66

-70 What reading areas would you like to concentrate on in an occupational information class?

____

____

____

☐ 67 ☐ 68
☐ 69 ☐ 70

-72 Are there any special field experiences you think would be beneficial to include in occupational information courses?

____

____

____

☐ 71 ☐ 72

3-76 Are there any types of audio-visual materials you could suggest for use in class?

____

____

____

☐ 73 ☐ 74
☐ 75 ☐ 76

-78 From what areas should guest speakers and specialists be drawn?

____

____

____

☐ 77 ☐ 78